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ABSTRACT

This annotated bibliography is divided into four sections and covers material published between 1952 and 1974. The first section is an introduction that reviews the history of the recent development of competency-based teacher education (CBTE). Section 2 is the annotated bibliography, with 158 listings arranged alphabetically by author. An update based on computer scans of the literature includes an additional 36 citations. There is no differentiation between books, monographs, and journal articles. Appended to this section are listings of recent books, planned books, monograph series, and newsletters on CBTE. The third section lists schools with competency-based teacher education programs. The schools are listed alphabetically, with codes indicating the program level and subject matter. The fourth section lists some current resources on CBTE. (JA)

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COMPETENCY-BASED TEACHER EDUCATION: AN ANNOTATED BIBLIOGRAPHY

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COMPETENCY-BASED TEACHER EDUCATION: AN ANNOTATED BIBLIOGRAPHY

It is generally accepted that any adequate program of teacher education provides for (1) training in skill, (2) teaching of pedagogical concepts and principles, (3) developing relevant attitudes, and (4) teaching the various subject matters. The question of how skills relevant to effective instruction and concepts necessary for a general idea of learning processes are to be developed has long confronted teacher educators.

As an answer to this question, educational research has looked into many teacher-training programs. One of these programs is the competency-based teacher education (CBTE) program. In 1967 the United States Office of Education started research into the area of teacher competencies. Five areas were established in which research in CBTE was to be carried on: teaching objectives, curriculum design, evaluation, certification and consortia. From the impetus provided by the United States of Education, many pilot projects in CBTE may lead to more comprehensive and stringent certification requirements and easier teacher accountability for the public.

The basic elements of CBTE are: (1) explicit statement of behavioral objectives, (2) one or more sets of instructional procedures to assess student performance with regard to the stated objectives and assessments. The real goal of this type of program will be to make each individual teacher and instructor at all levels more accountable for performance.

A review of the literature indicates that there are eight broad competencies essential for the successful, effective teacher. The broad competencies are:

1. Define the objectives of instruction.
2. Demonstrate professional and societal attitude relevant to instrumentation.
3. Select appropriate strategy of instruction.
4. Demonstrate a knowledge of the learning-teaching processes.
5. Adjust the instruction for the individual.
6. Organize the learning environment.
7. Interact with pupils for pupil success.
8. Evaluate student growth.

The successful teacher must become competent in the above eight broad competencies and in many specific competencies relevant to their teaching field. But, it is important to realize that all effective teaching competencies should become personalized to the teaching styles and personality of the individual teacher.

Our review of the literature indicates that each particular institution involved in CBTE has developed its own particular list of teacher competencies and has established its own instructional models. The CBTE program will force teacher education institutions to examine the competencies and effectiveness of their own instructional program and staff. For years teacher training institutions have been telling prospective teachers what they should be doing in their classrooms. Professors have talked about individualizing instruction, pre-

and post-testing our students, prescribing learning activities and organizing our instruction, and at the same time have strongly held onto the conservative teacher-centered classroom. CBTE will force teacher training institutions to employ those teaching strategies and models that they have long been striving to impress upon their students. It has been stated by Martin Essex, State Superintendent of Schools, that what CBTE will do in Ohio is to upgrade the institutions that prepare teachers and thereby upgrade teaching in Ohio. If the purpose of teacher training is to prepare students to assume the duties and responsibilities of teachers, then perhaps those who instruct them at our universities should be exemplary models of excellence.

The impact of CBTE programs will definitely be felt in two areas. CBTE will eventually improve teacher education, which in turn will improve the education of today's youth. CBTE will also demonstrate approved accountability procedures which will eventually affect every practicing teacher of the 1970's.

Keeping in mind the definite trend toward CBTE, this annotated bibliography has been compiled with the hope that it may prove useful to those educators on all levels interested in and involved in the research and development of a CBTE program. A great number of articles, research papers, journals, professional and non-professional literature has been reviewed for this bibliography. Only those articles which clearly deal with CBTE have been included.

1. "Accountability and the Teacher," National Education Association, January 1973, pp. 1-5.

The evident problem in this article is that teachers are being held accountable on the mere basis of test results of their pupils, and this method alone is not sufficient.

Accountability and the Teacher

The public holds views that a teacher should be able to account for what he is doing. This request is quite reasonable, but being held accountable to merely test scores is unreasonable. There are too many factors affecting what students do in school to permit present simplistic accountability measures to be acceptable.

Who Is Accountable for What?

Accountability is defined differently by each user. To some it means paying teachers according to student achievement as measured by test scores; to others it means the end of permissiveness in schools and colleges.

To a high official it means we'll give you more money when you prove you can do better with what you already have. To "what" educators are to be held accountable for requires our attention. A dictionary defines accountability as responsibility, therefore holding a teacher accountable is synonomous to holding him responsible.

2. American Association of Colleges for Teacher Educational Excellence in Teacher Education. 1971 Distinguished Achievement Awards Program. Washington, D.C.; the Association, 1971. 42p.

This booklet contains brief descriptions of all the teacher education programs submitted in competition for the Distinguished Achievement Award of the American Association of Colleges for Teacher Education. The 1971 DAA was awarded to Weber State College in Ogden, Utah, for its "Individualized, Performance-Based Teacher Education Program."

3. American Association of School Administrators, and National Education Association. "Evaluating Teaching Performance." Washington, D.C.; Educational Research Service Circular, 1969. 64p.

A questionnaire to gather material on teacher evaluation was sent to all school systems enrolling 16,000

or more pupils. Replies were received from 235 or 73 percent of the 322 systems contacted. The circular is based on the replies of the 213 systems having formal evaluation procedures. Included, system by system, are data on frequency of evaluation, evaluators, evaluation forms, evaluation procedures, appraisal procedures, and appeal procedures. Eight general types of evaluation procedures are evident among the 213 systems. The distinction in evaluation procedures is the degree to which the evaluatee determines the criteria against which he will be evaluated and the degree of participation by the evaluatee in the appraisal process. Reproduced are 13 evaluation forms selected from those submitted with the questionnaire response.

4. Amidon, Edmund. "Interaction Analysis and Microteaching Skill Development in Teaching." Paper presented at American Psychological Association meeting, 1969, Washington, D.C. 26p.

This paper presents a training model kit for use in improvement programs for in-service teachers. The model requires that the teacher understand interaction analysis and that a skilled supervisor be present. The author notes that the training model may be adapted for classroom use.

5. Amidon, Edmund J., and Evan Powell. Interaction Analysis as a Feedback System in Teacher Preparation. 1966. 13p.

The results of this study dealing with training teachers in interaction analysis are presented in this document. It was found that student teachers trained in interaction analysis talked less in the classroom, were more indirect in the use of motivating and controlling behaviors, were more indirect in over-all interaction patterns, and used more extended acceptance of student ideas.

6. Anderson, C. C., and S. M. Hunka. "Teacher Evaluation: Some Problems and a Proposal," Harvard Educational Review, 33: 74-95; Winter 1963.

This article reviews research and represents an attempt to apply the psychology of learning and the techniques of multivariate statistical analysis to the problems of teacher evaluation. Experimental designs and procedures are suggested which provide a method of investigating a large source of variation--the evaluators themselves. A 124-item bibliography is included.

7. Anthony, Bobbie M. A New Approach to Merit Rating of Teachers. Illinois; Midwest Administration, University of Chicago, 1968. 4p.

A challenging problem for educational administrators has been the identification of effective teachers for purposes of reward. The lack of agreement on what an effective teacher is, or does, is a major reason for teacher opposition to merit rating. A study of 21 fifth grade classrooms in a midwestern school system having homogeneous socioeconomic characteristics used multiple regression and correlation analysis to determine the effects on pupil achievement of classroom environmental elements controllable by teachers. Results show that the teacher does influence pupil achievement through environmental manipulation. Years of teaching experience were found to be insignificantly related to pupil achievement. The findings suggest a new approach to merit rating for teachers--rating the quality of manipulation of classroom environments. This approach would probably be accepted by teachers because they could be given precise information about needed and controllable changes, and because bonuses of an improved environment would be a better rating and subsequent higher pay. In addition, a teacher's merit rating would be based upon factors over which he has control.

8. Associated Organizations for Teacher Education. Instructional Technology in Teacher Education. Education/Industry Cooperation. Washington, D.C.; The Association, 1970. 15p.

This task force report outlines a series of educational problems which demonstrate the need for increased use of instructional technology. A list of six benefits of instructional technology for education is used as a basis for recommending changes in teacher education to include more use of and instruction in educational technology. The report concludes with a list of recommendations for teacher educators, industry representatives, and teacher organizations.

9. Bagley, Ayers, ed. Making Teacher Education More Relevant. Washington, D.C.: Society of Professors of Education, 1970. 102p. ED 049 170.

Three graduate students and one senior present views on the relevance of teacher education from their own experience and find that most programs are unsuccessful in preparing teachers for the world in which they will teach. The papers of three professors of education support these views and offer some suggestions for improve-

ment by bringing teacher education courses into closer touch with the schools, changing the methods of teacher placement, and applying systematic research methods to the processes of teacher education.

10. Baird, Hugh, and others. A Behavioral Approach to Teaching. Dubuque, Iowa: Wm. C. Brown Co., 1972, 252p.

This course is a departure from the traditional college course; it is divided into 15 topics including teacher-pupil relations, behavioral objectives, etc.

11. Baird, Hugh. "Evaluating Teacher Episodes." Provo, Utah: Brigham Young University (n.d.) 6p. ED 028 152.

Items on the "Concept Teaching Evaluation Form" are described as well as its effective use at Brigham Young University by teams evaluating micro-teaching performance to promote teacher self-evaluation. Checklist items are learning sequence; contact with referent; involvement of learners; manner of presentation and classroom bearing; and evaluation of pupil learning, concept, and cognitive level.

12. Baral, David P., and others. A Taxonomy of Teaching Behaviors: Progress Report and Listing and Preliminary Classification of the Item Pool. Research and Development Memorandum No. 36. Stanford, California: Stanford University, School of Education, Center for Research and Development in Teaching. 1968, 54p.

This report summarizes the work done from 1966-68 on a comprehensive observation system which encompasses the objectives of all existing instruments and provides a coordinated vocabulary. Discussed are rationale, history of a development, current status, and refinement. The item pool (1137 statements), a summary showing gaps in distribution, and a 26-item bibliography are appended.

13. Barr, A.S., and others. "Supplement: Report of the Committee on the Criteria of Teacher Effectiveness," Review of Educational Research, 22: 238-64; June 1952.

The authors of this article seek to define the ideal role of the teacher with relation to the effect of the teacher on students, school operations, and school-community relations. A summary of the process of evaluating teachers' behaviors and effects is included, as well as the process for testing hypotheses concerning behaviors and effects of teachers.

14. Barro, Stephen M. "An Approach to Developing Accountability Measures for the Public Schools." Phi Delta Kappan 52: 196-205; December 1970.

Singly or in combination, schools can be made accountable by use of improved output-oriented management methods, institutionalization of external evaluations or educational audits, performance or incentive contracting, and decentralization and community control systems. The author proposes an approach and methodology deriving from the general principle that each participant in the educational process should be responsible only for those educational outcomes that he can affect by his action or decisions and only to the extent that he can affect them.

15. Beery, John R. Professional Preparation and Effectiveness of Beginning Teachers. Coral Gables, Fla.: University of Miami, 1960. 90p. ED 052 156. EDRS Price; MF-$0.65; HC-$3.29.

This study compares the teaching effectiveness of beginning teachers who are provisionally certified because of lack of all or some of the prescribed professional preparation in education courses with teachers who have met full certification requirements. The comparisons overwhelmingly favored the teachers who had completed the professional sequence of education courses which implies that education courses have a legitimate place in the required program of teacher preparation.

16. Bicknell, John E., and others. Summer Workshops in Individualization of Instruction, 1970. Selected Papers. Fredonia: State University of New York, 1970. 101p. ED 049 163 EDRS Price: MF-$0.65; HC-$6.58.

This report briefly describes a summer workshop on individualizing instruction in which 34 teachers, instructional team leaders, and administrators participated. The major part of the report consists of eight papers written by workshop staff.

17. Bolton, Dale. Selection and Evaluation of Teachers: An Interpretive Study of Research and Development. Final Report. Seattle: University of Washington, 1970, 268p. ED 054 088. EDRS Price: MF-$0.65; HC-$9.87

This study was designed to acquire and synthesize research and development information regarding selection and evaluation of teachers which could be used by practicing administrators, teachers, and board of edu-

cation members to improve school personnel practices. Information is included about the practices of 67 school districts, 95 business, and 19 government agencies in all regions of the United States.

18. Bolton, Dale L. Teacher Evaluation. PREP [Putting Research Into Educational Practice] Kit No. 21. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1971. 57p. ED 044 546. EDRS Price: MF-$0.65; HC-$3.29.

19. Borg, Walter R. "The Minicourse Instructional Model." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 6p. Ed 037 388. EDRS Price: MF-$0.65; HC-$3.29.

    This paper notes the development, field testing, and advantages of minicourses. Seventeen minicourses in various stages of development or completion are listed with their course goals.

20. Borg, Walter R. The Minicourse as a Vehicle for Changing Teacher Behavior: The Research Evidence. Berkeley, California: Far West Laboratory for Educational Research and Development, 1969. 14p.

    Reported is a field test of Minicourse One, in which 48 teachers were videotaped during 20-minute pre- and post-minicourse lessons. Analysis showed, in part, significant gains in 10 or 12 behaviors, increase in teachers' use of higher cognitive questions and in students' length of response, and no difference in learning between sexes.

21. Bowles, F. Douglas. "Decision Making in Instruction," Journal of Teacher Education, Vol. XXIV, No. 1 Spring 1973, pp. 38-40.

    Bowles feels that decision making is a specific teaching skill that should be emphasized in teacher education programs. "Decision making surfaces as a major skill in teaching and should rank first among the priorities for skill development in teacher training." (p. 38). This paper studies models of decision making and examines ways of sharpening the decision-making skill.

22. Bradley, Ruth, and others. Measuring Teacher Competence. Research Backgrounds and Current Practice. Burlingame: Committee on Instrument for the Observation of Teaching

Activities (IOTA), California Teachers Association, 1964. 47 pages. ED 040 152 MF-$0.65; HC-$3.29. (Also available from California Teachers Association, 1705 Murchison Drive, Burlingame, California 94010, $2.00).

The many studies on teacher competence, usually biased toward specific viewpoints and concerned only with segments of the whole performance, demonstrate the need for a clearer definition. Methods used to determine effectiveness include measurement of pupil gains, job analysis, and pupil ratings of teachers--all subject to inherent fallacies and limitations. The California Definition, published in 1952 by the California Teachers Association, has since been officially adopted by the state and identifies six teacher roles on the basis of the group or individuals with whom the teacher works. In 1950 the American Educational Research Association appointed a seven member committee that established two general categories, relating directly to teacher effectiveness and to observable behavior and characteristics from which effectiveness may be inferred. In 1954 the American Psychological Association listed six categories: social validity, conceptualization, stability of the function, variability among the population, measurability, and ultimate-immediate relationships. An instrument developed at the University of Hawaii, using the California Definition as a base, is described with the suggestion that similar local instruments should be devised. An annotated bibliography is provided, as well as a detailed taxonomy of teacher roles from the California Definition.

23. Broudy, H.S. "Can We Define Good Teaching," Teachers College Record. 70:583-92; April 1969.

Broudy scans blind alleys already traveled in the search for a definition of good teaching and offers an alternative path--distinguishing between didactic and encounter teaching and teachers. The former, computer-oriented, is easily defined; the latter, encouraging critical, creative learning and the like, is impossible to define.

24. Broudy, H.S. "The Continuing Search for Criteria." Paper presented at the annual meeting (19th) of the American Association of Colleges for Teacher Education, Chicago, February 1967. Washington, D.C.: American Association of Colleges for Teacher Education. ED 012 257 Document not available from EDRS. (Available from the American Association of Colleges for Teacher Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036).

Educational control of the public schools rests on the assumption that there is a substantive body of knowledge about teaching for which professional preparation is necessary. If so, the teacher must be evaluated not as a person but as a functionary in a special situation (the classroom). For that purpose, criteria are necessary. Personality traits, teacher-pupil interactions, and administrative ratings of teaching success are indicated that the more effective teachers participate in planning sessions, and these teachers scored higher on a peer rating-ranking interview.

25. Brodbelt, Samuel. "The Impact of Educational Accountability Upon Teachers and Supervisors." The High School Journal pp. 55-65. Part 55-65. The High School Journal, Vol. 8, November 1971.

The evident problem is that the public school system is criticized due to the high cost, inefficient operation, unsatisfactory education, especially in ghetto and poor rural areas. What can be done? Accountability will force the public school to add to its present success. This shall be accomplished if the supervisor becomes familiar and uses the following: performance contracts, models for evaluation of teaching effectiveness, innovative teaching devices such as learning packages, and the "how to do it" skills necessary to help teachers develop a repertoire of effective teaching practices.

The supervisor should view accountability in terms of responsibility. The teacher will be held accountable for transference of the specific subject matter content and attainment of a predetermined level of competency in knowledge, skills, and attitudinal development. The supervisor will be accountable for the overall effectiveness of the teachers he supervises. Both are held responsible for the product-learning. Together, they shall agree in advance on what they will accept as evidence that the teacher has not or has been successful in changing skill, competencies, or attitudes of his pupils. The ultimate goal is to attain an effective product. Accountability in education aims at maximizing learning by using what we know about how pupils learn, how to group students, how to organize school facilities, teachers, and curricular materials for promotion of agreed-upon goals and objectives.

26. Brown, Bob Burton. "An Investigation of Observant Judges Ratings of Teacher Competence." Gainsville: University of Florida, January 1969. 148p.

Four-year study which found relationships among teacher beliefs, teacher competence, observer descriptions, and observer-judge beliefs.

27. Burke, Caseel. The Individualized, Competency-Based System of Teacher Education at Weber State College. Washington, D.C.: American Association of Colleges for Teacher Education, March 1972. 39p. Publisher's Price: $2.00. SP 005 754 EDRS Price MF-$0.65; HC-$3.29.

In the transition from traditional to competency-based teacher education, Weber State College personnel and public school personnel selected topics which were based on worthwhile aspects of earlier courses. The program is designed around modules, which specify behavioral objectives, learning experiences, and proficiency assessment. Student teaching is in a team arrangement with a master teacher, another teacher, and several student teachers.

28. Butts, David P., and others. A Personalized Teacher Education Professional Program. Report Series No. 54. Austin: University of Texas, Research and Development Center for Teacher Education, 1970. 67p. ED 046 908 EDRS Price: MF-$0.65; HC-$3.29.

Although this description of a program, in operation since 1968, focuses on the personalization of teacher education, it also refers to other program aspects, such as skills practiced and videotaped lessons. Program evaluation, planned for 1971, will measure changes in behavior in current and previous graduates.

29. Bynum, Effie M. Desegregation, Preservice and Inservice Training: An Annotated Targeted Bibliography. New York: Columbia University National Center for Research and Information on Equal Educational Opportunity, 1971. 7p. ED 049 350. EDRS Price: MF-$0.65; HC-$3.29.

This paper presents a two-part annotated bibliography. The first part includes documents relevant to the general topic of desegregation, and the second presents selected documents on pre- and in-service training.

30. Cooperative Accountability Project, a seven-state, three-year project begun in 1972 represents an important source of information.
Write to: Arthur R. Olson, CAP Project Director, Colorado Department of Education, 1362 Lincoln, Denver, Colorado 80203. State Educational Accountability Repository, a program of CAP.

"The purpose of SEAR is to provide state and local education agency personnel and interested persons with access to a central source of materials and reports re-

regarding practices and procedures for developing and implementing accountability and/or assessment programs." Write to: Jack G. Schmidt, SEAR Director, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

31. Cooper, James M., and others. Microteaching: Selected Papers. Washington, D.C.: Association of Teacher Educators; ERIC Clearinghouse on Teacher Education, 1971. 63p. ED 055 960. EDRS Price: MF-$0.65; HC-$3.29.

The first of these two papers, "Microteaching: History and Present Status" defines, outlines the history, explains the rationale, and gives the uses of microteaching. A 58-item bibliography is included. The second paper, "Mictroteaching in Teacher Education Programs" considers three programs: (a) the original Stanford Teacher Education Project, (b) the Brigham Young University Program, and (c) the San Jose State College Study.

32. Cooper, James G., and Katherine Bemis. "Teacher Personality, Teacher Behavior, and Their Effects Upon Pupil Achievement." Final Report. Albuquerque: University of New Mexico, College of Education, 1967. 156p. ED 012 707 EDRS Price: MF-$0.65; HC-$6.58.

In this study, 60 teachers were given the Edwards Personal Preference Schedule and were observed in classrooms.

33. Cooper, James M. "A Performance Curriculum for Teacher Education." Second Annual Florence B. Stratemeyer Lecture presented at American Educational Research Association annual meeting, February 1967, Chicago. 24p. ED 030 590 EDRS Price: MF-$0.65; HC-$3.29.

34. Cooper, James M., Jones, Howard L., Weber, Wilfard A. "Specifying Teacher Competencies," Journal of Teacher Education, Vol. XXIV, No. 1, Spring 1973, pp. 17-23.

"The purpose of this article is to examine several issues related to specifying teacher competencies, specifically, the bases from which competencies might be specified, the kinds of competencies which might be specified, the persons who might be involved in specifying competencies, and the processes which might be used in specifying competencies." (p. 17). The four bases from which teacher competencies should be generated are the philosophical, empirical, subject matter, and practi-

tioner bases. Any one base alone is not powerful enough that teacher competencies should be based on it. The philosophical approach must first be used to explain the basic assumptions and values of the program and the conceptualization of the teacher's role in learning. "While teaching competencies can and should be generated from empirical, subject matter, and practitioner bases, they must be screened through a philosophical base, and the conceptualized model of the teacher's role." (p. 19). There are three kinds of teacher competencies: (1) knowledge competencies, which specify cognitive understandings to be demonstrated; (2) performance competencies specifying teacher attitude and behavior; and (3) consequence competencies, specifying pupil behavior as evidence of the teacher's effectiveness. The authors believe that in selecting competencies, emphasis should be placed on performance and consequence competencies.
The last section of the paper deals with the persons, institutions and sources involved in competency specification. Everybody should be involved in specifying teacher competencies for a teacher education program. All effected personnel should be involved. The amount of responsibility will vary with each representative group.
The identification of specific competencies can come from already existing programs on the national state, and local university level. The total involvement of personnel should be focused on "generic teacher competencies (those which all teachers should be able to perform, no matter what their specialities)." (p. 22).

35. Costa, Arthur L., "Evaluation from County's Viewpoint." Thrust, November 1972. pp. 24-27.

<u>The outcomes for the People Involved in Evaluation Process</u>.

1) Trust
2) Learning
3) Autonomy

<u>Evidence of Achievement of Outcomes Observed.</u>

1) Trust--All expressions or feelings of evaluation and evaluatee are necessary. Focuses on problems of mutual concern, propositions of alternate solutions to the problems, clarification of ideas, alternatives, purposes, strategies, etc. Expressions of willingness to support and experiment with each other's ideas is necessary.

2) Learning--All applications of human learning after evaluation should be evident. These are: concrete, sensory, evactive stages involved in direct experiences, to more abstract, symbolic stages and indirect experiences. A good learning model developed by Bloom, Hilda, Taba is presented.

36. Clegg, Ambrose A., and Anna Ochoa. Evaluation of a Performance Based Program in Teacher Education: Recommendations for Implementation. Seattle: University of Washington, College of Education, 1970. 80p. ED 057 017 EDRS Price: MF-$0.65; HC-$3.29.

The major objective of this program was to build a field-based program using predefined behavioral objectives and their accompanying performance criteria with an instructional program integrating theoretical knowledge with practical experience. Administrative arrangements were made to allow the 20 trainee participants to take their professional courses on a pass-fail basis. Seminars were coordinated with concurrent classroom experience at progressively increasing levels of responsibility in three types of school: inner-city, urban, and suburban. Seventeen trainees completed the program successfully and were certified. Of these, 12 had obtained teaching positions as of June 1970. Detailed recommendations for program inprovement are given.

37. Codwell, John E. "A Demonstration of the Effect of an Adaptation of Microteaching on the Instructional Behavior of Rural School Teachers." Final Report. Atlanta: Southern Association of Colleges and Schools, 1969. 80p. ED 034 620. EDRS Price: MF-$0.65; HC-$3.29.

38. Coulson, John E. The Teacher's Role in Classes Using Self-Study Materials. Santa Monica, Calif.: System Development Corporation, 1967. 3p. ED 015 169. EDRS Price: MF-$0.65; HC-$3.29.

This document describes two studies designed to explore the role of the teacher in the classroom. An attempt is made to anticipate the day when the teacher will not be the primary source of information, but will function more as a classroom manager with the bulk of the information presented by programmed materials, films, or even computer-based instruction.

39. Covett, Robert. "Professional Accountability in the Schools." Phi Delta Kappan, L1: pp. 4-6; October 1970.

Three basic considerations are the focal point of this article: Who are accountable--teachers, students, parents, or community? To whom are they accountable--pupils, supervisors, or parents--and for what are they accountable?

40. Cruickshank, Donald R. "Conceptualizing a Process for Teacher Education Curriculum Development," The Journal of Teacher Education, 22:73-82; Spring 1971.

One of several objectives of a workshop held by the American Association of Colleges for Teacher Education (AACTE) was to engage participants in thinking through processes for developing the teacher education curriculum was conceptualized and expressed in the form of a model. This model is presented here in its most recent form.

41. Cruickshank, Donald R. Simulation as an Instructional Alternative in Teacher Education. Washington, D.C.: Association of Teacher Educators; ERIC Clearinghouse on Teacher Education, 1971. 37p. ED 053 067. EDRS Price: MF-$0.65; HC-$3.29.

This paper is an attempt to put together selected data that can be useful to teacher educators who are faced with the increasing demands to develop more relevant professional curricula. The general purpose is to acquaint the reader with simulation as an instructional alternative in teacher education. Many ways that simulation can be used and the general advantages of simulation are cited.

42. Darland, D.D. "The Profession's Quest for Responsibility and Accountability." Phi Delta Kappan, L1: 41-44; September 1970.

The significance of the article lies in the necessity for the teaching profession to move systematically toward self-governance machinery and the processes necessary for accountability. The educational establishment deals with the creation, maintenance, and survival of institutions determining public policy; erecting administrative structure; and generating public support for the system, whose ultimate goal is survival. What is needed is the concern of the professional establishment for sustaining the tenets of the teaching and learning process.

43. Dawson, Mary, ed. "Teacher Evaluation" [entire issue], The National Elementary School Principal, 43:1-60; November 1963. Local collection of the Clearinghouse.

The theme of this issue is "teacher evaluation," with nine major articles devoted to the subject. Some of the topics covered are methods of prediction, a design for evaluation, research on evaluation, the effects of the evaluation, and reports of practice.

44. Deck, L. Linton, Jr. "Accountability and the Organizational Properties of Schools." Educational Technology 11:36-37; January 1971.

School systems are being held more accountable by their publics, while at the same time, there is a trend on the part of the public to provide fewer resources for the schools. If accountability is to be realized, the criteria by which schools are assessed should be based on a systems approach; that is, school systems must systematically analyze the variability of their input, systematically develop operations to produce output in terms of clearly understood objectives, and assess output for feedback to adjust the system. The author believes that this is the most rational approach to accountability.

45. Delaney, Jack, J., and Richard Stone. The Good Teacher: How Teachers Judge Teachers. New York: Philosophical Library, 1970. 114p. Publisher's Price: $6.25.

This book is based on informal comments by teachers on the qualities of those teachers they consider good. The consensus seems to be that the definition of a good teacher differs from situation to situation, and that no teacher is good all of the time.

46. Dempsey, Richard A., and Norman L. Brewer. Staff Development and Evaluation. Santa Monica, Calif.: A.C. Croft, 1971. 53p. Publisher's Price: $8.95.

This report is based on the principle of behavioral specification in assessment procedures and the determination of target goals. The Behavioral Observation Schedule for Pupils and Teachers (BOSPT) is included, and types of information yielded by the instrument are described. A section is devoted to details of how to implement a staff development and evaluation model. A case study demonstrates the model's implementation.

47. Denny, David A. "A Preliminary Analysis of an Observation Schedule Designed to Identify the Teacher-Classroom Variables Which Facilitate Pupil Creative Growth." Paper presented at American Educational Research Association annual meeting, 1967, New York, 31p. Local collection of the Clearinghouse.

This paper reports on the development of an observation schedule to measure aspects of teacher-pupil behavior affecting creativity development. Though general-

izability of findings is limited, implications are that behaviors categorized by the schedule result in pupil creative gain.

48. Dietz, Thomas S. An Institute Program Designed to Train Vocational Education and Academic Teachers for the Development of Performance Objectives. Willingboro, N.J.: Willingboro Public School District, 1971. 296p. ED 055 037 EDRS Price: MF-$0.65; HC-$9.87.

The institute was designed to implement a program of orientation for teachers that would enable them to develop individualized instruction within their home district. The method involves an instructional learning package which enables all the facets of self-motivation, self-direction, pacing, and self-evaluation to take place in an individualized manner in the classroom. The package could be validated through a specific task analysis on the part of the teacher.

49. Disick, Renee S. Performance Objectives in Foreign-Language Teaching. ERIC Focus Reports on the Teaching of Foreign Languages, Number 25. New York: American Council on the Teaching of Foreign Languages; ERIC Clearinghouse on Languages and Linguistics, 1971. 9p. ED 055 522. EDRS Price: MF-$0.65; HC-$3.29.

This report discusses the nature of performance objectives and how they may be classified. Ways in which performance objectives may be used in improving instruction are elaborated on in sections on (a) Stating subject matter and higher goals as performance objectives, (b) Taxonomic classification of performance objectives, and (c) Limitations and advantages of performance objectives.

50. Duncan, Merlin G. "An Assessment of Accountability: The State of the Art." Educational Technology 11:27-30; January 1971.

The article centers around the need for reform in education. Out of this reform all levels should come the ability to organize and function in such a fashion as to permit accountability as the usual way of doing business. The accountability movement is an excellent thing for education, but we should beware of the pitfall of becoming the only public institution operating on this basis.

51. Dwyer, Francis M. "A Review of Characteristics and Relationships of Selected Criteria for Evaluating Teacher Effectiveness." University Park: Pennsylvania State University, University Division of Instructional Services, January 1968. 52p. Local collection of the Clearinghouse.

The studies summarized in this research review correlate instructor and student variables with ratings of instructors by students and supervisors. Dwyer concludes that instructor characteristics directly related to student gain or objectives need to be identified.

52. Educational Projects. A Feasibility Study for a Comprehensive Competency-Based Training and Certification System for Child Care Personnel in the Commonwealth of Pennsylvania. Final Report. Appendix A. Washington, D.C.: the Projects, 1972.

This bibliography is a section of the final report submitted to the Bureau of Child Development Pennsylvania Department of Public Welfare. It deals with competencies, programs, and general information regarding child care personnel on a performance basis.

53. Performance-Based Teacher Education Programs: A Comparative Description. Iris Elfenbein, 1972, 115 pages, $3.00.

In this publication, the author describes and analyzes 17 performance-based teacher education programs in 13 institutions of higher education.

54. "Evaluation of Teaching Competence". National Education Association, Research Division, NEA Research Bulletin, 1969, 47, 6775.

The information yield of this presentation is low.

55. Fattu, N. A. "Research on Teacher Evaluation," National Elementary School Principal, 43: 19-27; November 1963.

Research on teacher characteristics and on methods of assessing teacher behavior is reviewed, and the problem of determining the meaning of "effectiveness" discussed. A 27-item bibliography is provided.

56. Fawcett, Claude W. The Skills of Teaching. Los Angeles: University of California, 1965. 121 pages. ED 016 605

MF-$0.65; HC-$6.58. (Also available from the U.C.L.A. Student's Store, 308 Westwood Boulevard, Los Angeles, California 40024, $1.00).

Teaching skills that are a part of the teacher's leadership role in the teaching process were identified by administrators and teachers in elementary and secondary schools. Identification of teacher leadership items was done by the conference method with administrators and teachers of two California School districts. The items, which were developed into a one-to-ten rating scale were classified under the headings of (1) goal setting, (2) assignments of specific responsibility, (3) evaluation and reward, (4) authority, (5) research, (6) record-keeping, (7) coordination internally and externally, (c) communication, (9) identification, (10) pacing, (11) interpersonal skills, and (12) maintenance of a learning environment. The sample in the study consisted of 75 secondary education graduates and 75 elementary education graduates who were selected using random sampling techniques. Identical rating scales were sent to the teachers and to their principals, each of whom had indicated willingness to cooperate in the study. A teacher's and a principal's statement were used in matched pairs. The data were analyzed to determine the extent to which teachers and their administrators placed high values on different inventory items. Correlation coefficients of the agreement among rank orders of the two groups were calculated. Varimax rotation was used to determine the pattern of teachers' and administrators' judgments. The data showed: (1) that there were patterns of disagreement such that it was essential to develop two different sets of items, one to be used with administrators, and one to be used with teachers; (2) that the technique employed was a useful way of identifying teaching skills; (3) that the items selected are not skills but rather are behavioral goals; and (4) a follow-up study of teaching skills of graduates should be done using two different instruments for teachers and administrators.

57. Flanders, Ned A., "Basic Teaching Skills Derived from a Model of Speaking and Listening," Journal of Teacher Education, Vol. XXIV, No. 1 Spring 1973 pp. 24-37.

Through a study of the fundamental elements of classroom interaction, speaking and listening, Flanders identifies 15 basic teaching skills. They might be classified as responsive and initiation skills.

58. Fuller, Frances F. Personalized Education for Teacher Educators. Austin: University of Texas, Research and Development Center for Teacher Education, 1970. 68p. ED 048 105.

EDRS Price: MF-$0.65; HC-$3.29.

The general purpose of this manual is to present a system of ideas and procedures that make is possible to personalize the education of elementary teachers and, by extension, the education of students of all ages. The first half of the manual is designed to help teacher educators to understand what prospective teachers are concerned about, and the second half describes application of the model and what it involves.

59. Gall, Meredith, and others. "Minicourse Five: Tutoring in Mathematics." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 19p. ED 037 387. EDRS Price: MF-$0.65; HC-$3.29.

Reported is the field testing of Minicourse Five among 49 teachers who showed major gains in demonstration techniques, diagnostic questioning, and verbal praise. The minicourse is currently undergoing more field testing.

60. Gall, Meredith, and others. "The Relationship Between Personality and Teaching Behavior Before and After In-Service Microteaching Training." Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1969. 12p. ED 031 448. EDRS Price: MF-$0.65; HC-$3.29.

The authors report on field testing of Minicourse One,"Effective Questioning in a Classroom Discussion," among elementary school teachers. Results indicate that the minicourse may reduce individual differences in teaching style among males, partially cancelling out the influence of personality. Female behavior changes were not related to personality.

61. Garvue, Robert J. "Accountability: Comments and Questions." Educational Technology, 1:34-35; January 1971.

The concept of educational accountability is concerned basically with techniques to guarantee a certain level of student performance relative to stated objectives and goals within an accompanying efficient use of resources. One discovers accountability models of educational management (Florida, for example) which are built upon managerial controls of resources but upon accountability for teachers.

62. Gazda, George M. A Design for an Inservice Program in Human Relations for Teacher Educators. Athens: University of Georgia, College of Education, 1970.

Good teaching is composed of at least two basic elements: teacher knowledge of course content and teacher ability to relate to students. The program outlined in this document deals with the second element and describes the basic content and the means of implementing a training program in human relations skills for teacher educators.

63. Haberman, Martin. "Educating the Teachers: Changing Problems. Part Two: Elements of the System, "ASCD Yearbook", 1971, pp. 110-126.

This article criticizes the preparation of teachers and offers several ways in which important changes in teacher education could come about.

64. Hain, John H., and George J. Smith. Evaluation of Teachers: The Principal's Dilemma. n.d. 10 pages. ED 013 490 MF-$0.65; HC-$3.29.

In 1966, a study was made of the evaluation of teachers by their principals. There was an 80 percent response to the random sample of 336 New York State elementary school principals. School size made supervision and evaluation difficult, especially since many principals had no administrative help. Two-thirds of the school districts provided principals with "rating forms" as the basic tools of evaluation. Analysis of these forms revealed information about the initial manner of evaluation and the probable use of these evaluations. Forms that the teachers saw and signed had clear descriptive statements about the teachers, and forms that contained no provision for teacher's signature had a list of single words or phrases that tended to create a "halo effect". Principals felt their teachers were aware of school district procedures and standards of supervision and evaluation. Less than half the principals notified teachers of impending supervisory visits. Most held a conference with the teachers after observation, and almost all carried out informal supervision. Recommendations include: (1) reduction of supervisor-teacher ratio, (2) conference after observation, (3) availability to teachers of the principal's written report, (4) joint supervisor-teacher development of standards and procedures of supervision and evaluation, (5) principal's consultation with senior teachers regarding reappointment, and (6) periodic review and revision of the standards and procedures.

65. Haley, Frances, comp. Colorado Innovates: A Directory of Alternative Teacher Education Programs. Boulder: Social Science Education Consortium, 1971. 22p. ED 055 027. EDRS Price: MF-$0.65; HC-$3.29.

This directory lists innovative teacher education programs at all institutions of higher education in Colorado as well as many public schools. Although there are probably programs in the state not included, those listed suggest the variety of approaches being used. The information provided for each of the 14 programs includes the titles, budget, number served, level served, objectives, description, evaluation, special features, and names of contacts. An additional seven programs are listed with brief information and notations on special features.

66. Hanushek, Eric. "The Production of Education, Teacher Quality, and Efficiency," Do Teachers Make A Difference? A Report on Recent Research on Pupil Achievement. Washington, D.C.: Government Printing Office, 1970. pp. 79-99. Publisher's Price: $0.75; order number HE 5.258:58042. ED 037 396. EDRS Price: MF-$0.65; HC $3.29.

Teacher role in education and school efficiency in hiring were investigated in two large samples (713 schools; 2445 pupils) with a conceptual model of the educational process. Educational output was measured only with achievement tests. Among findings were that verbal ability, recency of education, and socioeconomic class experience are the best measures of teacher quality.

67. Henderson, Judith E. and Lanier, Perry E. "What Teachers Need to Know and Teach for Survival on the Planet", The Journal of Teacher Education, Vol. XXIV, No. 1 Spring 1973 pp. 4-16.

Henderson and Lanier define teaching as "manipulating the variables of instruction to produce intended changes in learner behavior." They feel that the variables of instruction are those things that the teacher must work with, use, or manipulate. The variables fall into three major classes: human, environmental, and curricular. "Effective teaching, then, can be said to occur when the intended changes selected by the teacher are both desirable and constructive. . .and are actualized as a result of instruction."

68. Hoyt, Donald P. Identifying Effective Teaching Behaviors. Manhattan: Kansas State University, 1969. 136 pages. ED 039 197; MF-$0.65; HC-$6.58.

This report deals with an evaluation experiment that attempted to discover the relationship between specific types of teacher behavior and success in teaching as shown by student progress in relation to defined objectives. In 708 undergraduate classes at Kansas State University, students rated their progress in gaining factual knowledge, learning fundamental principles, applying principles to practical problems, understanding themselves, learning professional attitudes and behavior, developing skill in communication, discovering implications of the course for personal and professional conduct, and developing greater cultural understanding and appreciation. Fifty-eight items were used to evaluate teacher behavior and effectiveness, and chi-square analyses were performed on each item to determine significant differences between small, medium, and large classes. The findings indicated that at least 16 items appeared to be required in effective teaching, although they differed according to the size of the class and type of objective. Broader application of this method of teacher evaluation is recommended by making the materials and computer programs available to other institutions.

69. Huddy, James A., Jr. The Employment and Evaluation Cycle in Education. Washington, D.C.: Educational Service Bureau, Inc., 1968. 60 pages. ED 029 385. Document not available from EDRS. (Available from Editorial Offices, Educational Service Bureau, Inc., 1041 North Fillmore Street, Arlington, Virginia 22201, $4.00 single copy, quantity discounts.)

Employment and evaluation in education comprise a cyclic process that can be used for continual upgrading of staff and improvement of the total educational program. Procedural steps include: (1) improved screening and recruiting practices, (2) greater use of in-depth evaluation, including teacher involvement in the evaluation process, (3) structuring of interview and evaluation instruments and techniques so that results may be compared or correlated, and (4) utilizing terminal evaluations and interviews of teachers to obtain their opinion of the strengths and weaknesses of the school system. Considerations of the employment process include records used, nature of the interview, interview planning, the interview session, and information value of the interview. Evaluation emphases include inservice evaluation of teachers, comparison of interview results and performance

evaluations, and terminal evaluations and interviews. Thirteen exhibits illustrate various forms used to record teacher employment and evaluation information.

70. Hughes, Marie M., and others. Development of the Means for the Assessment of the Quality of Teaching in Elementary Schools. Salt Lake City: University of Utah, 1959. 418 pages. ED 002 844 MF-$0.65;HC-$16.45.

The goals of this study are the definition and description of good teaching, and the process by which it can be determined with reliability. Characteristics of good teachers are differentiated; teaching acts of good teachers are defined; and an overall description of good teaching is developed. As a result of the study, a model for good teaching is formulated. A conclusion to be drawn from this study of teachers is that the teacher-child relationship reflects to a marked degree the adult-child relationship of our culture. The selection of teachers for professional training should continue to receive careful attention. To best cultivate growth and learning, the teacher should remember that each response to a child is a matter of conscious discrimination, and the teacher must take into consideration the reaction or response of the child.

71. Kirst, Michael. Issues in Governance for Performance-Based Teacher Education. 1973. 22 pages. $2.00

This paper outlines in the first section the major features in the present policy-making system. In the second section, the author makes a prescriptive and speculative analysis of the changes that are inherent in the concept of PBTE. The author states that this movement will necessitate changes in every part of the present policy-system; e.g., preservice, certification, career advancement and development, employment criteria, recertification, college curriculum, etc., during a very contentious period of our history.

72. Kay, Patricia M., and others. Performance-Based Certification. New York: City University of New York, Office of Teacher Education, 1971. 62p. ED 056 991 EDRS Price: MF-$0.65; HC-$3.29.

This annotated bibliography contains 115 citations ranging in date from 1957 to 1971. References are divided into five sections: (a) teacher certification and selection; (b) teacher education; (c) modeling, feedback and audiovisual media techniques; (d) observation, measurement, and evaluation; and (e) research on teacher characteristics.

73. Johnson, Charles, and Gilbert F. Shearron. Specifying Assumptions, Goals and Objectives for Teacher Education. Athens: University of Georgia, College of Education, 1971.

In every teacher education program there is a foundation that includes the goals and objectives of the program and basic assumptions which determine how the program will be operated. This document offers information concerning the nature and sources of assumptions, goals, and objectives and describes a management system for specifying assumptions, goals, and objectives.

74. Joyce, Bruce, and others. "Sensitivity Training for Teachers: An Experiment," The Journal of Teacher Education, 20:75-83; 1969.

This paper reports the first of a set of investigations designed to develop a training program to increase the sensitivity of a teacher to the frame of reference of the learner. The first investigation examined the effects of such a program, and as an adjunct to the central study, made a comparison of the communication styles of teachers both under simulated conditions and in the normal classroom situation.

75. Kallenbach, Warren and Viola Owens. "Measuring Teaching Effectiveness: A Training Program for California School Administrators," California Teacher Administrators, March 1962. Local collection of the Clearinghouse.

A training program in the use of the Instrument for the Observation of Teaching Activities (IOTA) (an observation instrument based on the California Definition) is outlined, and early experience with the program discussed.

76. Kelley, Marjorie L. "Teacher Behaviors That Improve the Pupils' Use of Language." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis, 17p. ED 037 394. EDRS Price: MF-$0.65; HC-$3.29.

77. Kennedy, Larry, and Howard Getz. "From Traditional to Competency-Based Teacher Education," Phi Delta Kappan, 4p., January 1973.

The authors of this article are teachers at Illinois State University where they organized a competency-based teacher education program. This article describes the program that they developed and tells of the advantages

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American Psychological Association annual meeting, 1969, Washington, D.C. 30p.

This report describes five minicourses and their field testing in schools. All the minicourses, each dealing with a specific skill such as questioning in a high school class discussion or tutoring elementary school mathematics, successfully provided teachers with ways of approaching problem situations.

82. Langer, Philip, and G. Edward Allen. "The Minicourse as a Tool for Training Teachers in Interaction Analysis." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 27p.

This paper describes the design and field-testing of Minicourse Four, which trains teachers to categorize their own classroom behavior and to improve it, to move towards indirect teaching, and to learn the fundamentals of matrix analysis. Field-testing with 24 teachers indicate that revision is needed. Minicourse materials include a handbook, video tape materials, and model clips.

83. Lefforge, Orland S. Inservice Training as an Instrument for Change. Gainesville: University of Florida, Institute for Higher Education, 1971. 61p.

This plan for improving community college instruction uses an in-service training program as a primary vehicle for change. The objectives to be achieved are (a) develop a climate for educational innovation; (b) develop individual initiative in professional growth; (c) coordinate training resources, faculty efforts, and college goals; and (d) increase accountability in use of in-service training resources.

84. Lessinger, Leon M., and Ralph W. Tyler. Accountability in Education. Worthington, Ohio; Charles A. Jones Publishing Company, 1971. 88p.

Accountability has become a major subject of educational discussion and a focus of sharp controversy. This book undertakes to clarify the issues involved, presents some of the current proposals, and reports some of the discussions on the subject in order to furnish a useful background for further study and action. A selected bibliography provides further guidelines of study of the practical issues and problems in accountability.

85. Lewis, Gertrude M. The Evaluation of Teaching. Washington, D.C.: National Education Association, Department of Elementary-Kindergarten-Nursery Education, 1966. 92p.

Directed toward classroom teacher use, Part One of this booklet summarizes a survey of research and teacher, pupil, and parent opinions on what constitutes good teaching. Parts Two and Three discuss the learning process, techniques of teaching, and the environment for learning, and suggest ways for the teacher to evaluate himself.

86. Maddox, Kathryn. In West Virginia, It Is Working: One Teacher Education Center in Action. Washington, D.C.: American Association of Colleges for Teacher Education, 1972. 62p.

This book offers a close-up of the Kanawha County MITEC project and its evolvement from a pilot center for student teaching to its present complex of relationships among public schools, communities, students, the state department of education, and colleges and universities. In detailing the MITEC story, the book emphasizes the two qualities of teamwork and continuity--each necessary to any professional growth and each an integral part of the teacher education center concept.

87. Maddox, Kathryn, and others. New Dimensions in Teacher Education Inservice. Charleston, W. Va.: Kanawha County Teacher Education Center, 1970. 31p.

The Multi-Institutional Kanawha County Teacher Educational Center has developed new techniques in teacher education, initiated cooperative seminars, and explored and developed cooperative in-service programs for student teachers and supervising teachers. This document describes an "on site" program designed to improve the competency of teachers and to improve the quality of teacher education in schools designated as teacher education centers.

88. Massanari, Karl. Performance-Based Teacher Education: What's It all About? Washington, D.C.: American Association of Colleges for Teacher Education, 1971. 9p.

The concept of performance-based teacher education connotes a program designed specifically to provide the prospective teacher with learning experiences that will prepare him to assume a specified teaching role. Successful completion of the program is accomplished only when

the teacher candidate provides evidence that he possesses specified requisite knowledge and can carry out in practice specified teaching functions.

89. McKenna, Bernard H., and others. Teacher Evaluation: An Annotated Bibliography. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. 29p.

In his introduction to this 86-item annotated bibliography, McKenna discusses his views on teacher evaluation and his impressions of the documents cited. He observes, in part, that the current concern is with the process of evaluation and that most researchers continue to believe that student achievement is the most reliable measure.

90. McNally, Harold J. Teacher Evaluation. New York, 1972. 5p.

The main thesis of this paper is that most efforts at teacher evaluation are far too narrowly focused. The author says that the two main purposes of teacher evaluation are instructional and administrative. He then proceeds to discuss each of these purposes.

91. McKnight, Philip C., and David P. Baral. Microteaching and the Technical Skills of Teaching: A Bibliography of Research and Development at Stanford University, 1963-1969. Research and Development Memorandum No. 48. Stanford: Stanford University, School of Education, 1969. 9p.

Included in this 66-item bibliography are published and mimeographed materials, doctoral dissertations, and three films developed at Stanford from 1963 through May 1969. The technical teaching skills covered include particular teacher behaviors (e.g., reinforcement, probing), more general skills (e.g., explaining), and specific foreign language and social studies teaching skills.

92. Medley, Donald M. "The Language of Teacher Behavior: Communicating the Results of Structured Observations to Teachers," The Journal of Teacher Education, 22:157-65: Summer 1971.

This article discusses the use of rating devices, analytical studies of classroom interaction, systematic observations, and video tape recordings as feedback devices in the improvement of teaching. On the basis of results from a study of closed-circuit television in student teaching, the author concludes that a verbal "language" which can be used to describe teacher behaviors is needed to make feedback effective.

93. Melching, William H., and others. Introducing Innovation in Instruction: In-Service Teacher Workshops in Classroom Management. Alexandria, Va.: Human Resources Research Organization, 1970. 42p.

This is a report of a series of three teacher workshops dealing with development and use of instructional objectives stated in performance terms, implementation of the concepts of learning modules and mastery tests, and application of contingency management techniques for controlling student behavior in the classroom. The program provided the participant with first-hand practice and experience.

94. Merwin, Jack C. Performance-Based Teacher Education: Some Measurement and Decision-Making Considerations. 1973. 31p.

The message of this publication regarding the measurement problems, when combined with the instrumentation problem, has implications for a variety of readers. To researchers and developers it points to some areas which are critical to the success of PBTE that it is hoped that they would attack. To resource allocators it gives perspective on where support must be given if the movement is to reach fruition. To legislators and state department personnel it provides a better understanding of the complexities and nurdles which stand in the way of successfully bringing PBTE programs on line which cannot be swept away or ignored in mandating the adoption of PBTE.

95. Morine, Greta. "Planning Skills: Paradox and Parodies", Journal of Teacher Education, 24:143-45: Summer 1973.

Teacher educators may agree that planning is an essential part of teacher effectiveness. This paper proposes certain planning skills that would seem to be essential for effective teaching. Variation of instructional activities is more effective than constant repetition. There are three areas of skills that the author feels would contribute to planning for instructional variety. In a competency-based teacher education program with emphasis on the ability to generate alternatives, the students will have strong incentives to learn about a variety of instructional programs, instructional tools, instructional strategies, etc.

96. Morsh, Joseph E., and Eleanor W. Wilder. Identifying the Effective Instructor: A Review of the Quantitative Studies, 1900-1952. Chanute Air Force Base, Ill.: Air Force Personnel and Training Research Center, 1954. 159p.

This research review contains summary and synthesis of 360 selected references in the categories of criteria for instructor effectiveness and or predictors (traits and qualities assumed to be related to instructor effectiveness). A 392-item bibliography is appended.

97. Musella, Donald. "Improving Teacher Evaluation," The Journal of Teacher Education, 21:15-21; Spring 1970.

The author reviews the limitations of relying on pupil growth, teacher characteristics, or classroom interactions as indicators of teacher effectiveness. He chooses rather to focus on teacher self-improvement through video tape with evaluation criteria decided upon by the individual rater and ratee.

98. Nash, Paul. The Major Purposes of the Humanistic and Behavioral Studies in Teacher Education. Prepared for working conference of the National Standing Conference on Humanistic and Behavioral Studies in Education. American Association of Colleges for Teacher Education, April 1971, Washington, D.C.

There are three major purposes for humanistic and behavioral studies to be included in teacher education. Educators must see to it that feeling is restored to a respected place in human life and education. A second major purpose is to help students to learn how to think. The third major purpose of humanistic and behavioral studies in teacher education is to teach the prospective teacher how to relate to students in an integrated way.

99. Nash, Robert J. and Russell M. Agne. "Competency in Teacher Education: A Prop for the Status Quo?" The Journal of Teacher Education, 22: 147-56; Summer 1971.

For a multiplicity of complex reasons, colleges of education around the country are adopting a competency-based model for professional training. According to the authors, this can be but one response to the preparation of teachers, and unless more attention is paid to the personal, educational, and social reform desires, it does nothing more than perpetuate the status quo.

100. Nash, Robert J. "Commitment to Competency: The New Fetishism in Teacher Education," Phi Delta Kappan, 52:240-43; December 1970.

The author argues that teacher educators are offering training only in performance skills at a time when

students are demanding training that challenges social and educational values and that places them above mere performance.

101. Neff, Frederick C. "Competency-Based Teaching and Trained Fleas," Phi Delta Kappan, 53:480-82; April 1972.

In this article, the author presents a fictitious dialogue between a parent and principal in the year 1984. The major impact of the conversation is that in competency-based performance programs, more emphasis is placed on the teacher as the performer than as a teacher with specific educational objectives. The principal compares the faculty with trained fleas in a circus. Neither has specific objectives in performing and neither needs them.

102. Ober, R. L., and others. Systematic Observation of Teaching: Interaction Analysis Approach. Englewood Cliffs, N.J.: Prentice Hall, 1971.

A how-to-do-it book which presents a system for teacher self-improvement through increased awareness of, and control over, the teacher's own behavior. Included are complete instructions for using two interaction analysis systems devised by the authors, although the basic procedure is applicable to any such system.

103. Ornstein, Allan C. Teacher Behavior Research: Approaches, Limitations, and Recommendations. Based on Chapters I, V, and VIII of "Selected Teacher Behavior Attributes Rated as Desirable by Ninth-Grade Disadvantaged Students and Ninth-Grade Teachers of the Disadvantaged." Unpublished Doctor's dissertation, New York University, 1970. 56p.

This paper examines existing research on teacher behavior, identifies its limitations, and makes 33 recommendations for future research. Ornstein notes the lack of agreement on the categorization and measurement of teacher behavior, but points out the substantial agreement on students being the most worthwhile and reliable raters. A 222-item bibliography is included.

104. Peck, Robert F. Personalized Education: An Attainable Goal in the Seventies. Report Series No. 36. Austin: University of Texas, Research and Development Center for Teacher Education, 1970. 18p.

This report believes that personalized education is possible in the near future. Peck states things that must be done in order to bring about the desired condition and states the values of such a program.

105. Pereira, Peter, and William Guelcher. The Skills of Teaching: A Dynamic Approach. TEC Occasional Paper No. 2. Chicago: University of Chicago, Graduate School of Education, Teacher Education Center, 1970. 27p.

The authors discuss the weaknesses of the standard approach to microteaching and offer a "dynamic skills approach" which has been used at the University of Chicago. In this approach a skill is developed in a context, with a purpose, and in view of what has preceded it and what may follow it.

106. Performance and Process Objectives. Tuscon, Ariz.: Educational Innovators Press, 1970. 30p. Available from Educational Innovators Press, Box 13053, Tuscon, Arizona 85711.

This booklet defines what is meant by performance and process objectives and how each type contributes to the steps necessary for incorporating accountability into the evaluation of a given educational program. Further, the booklet provides a set of procedures for developing and writing both performance and process objectives.

107. Perry, Richard R. "Evaluation of Teaching Behavior Seeks to Measure Effectiveness," College and University Business, 47:18-22; October 1969.

This research compressed 13,646 effective teaching behaviors identified by college students, alumni, and faculty into 60 behaviors. The behaviors were ranked by another group, yielding for each one a value factor to be used in computing effectiveness scores for teachers. The behaviors and rankings are listed.

108. Phi Delta Kappan. "Accountability for Whom? For What?" (Editorial). Phi Delta Kappan, 52:193; December 1970.

"School people are being pushed to associate the word (accountability) with a specific, limited notion of responsibility, namely, holding the teacher responsible for improving the arithmetic and reading scores of the children in his class." Actually the concept of accountability for schools has larger scope and significance than a mere rating of teachers on the basis of reading and arithmetic scores. It is unreasonable, undemocratic, and increasingly unworkable to give teachers no control over setting the standards for which they shall be held accountable.

109. Poliakoff, Lorraine. Teacher Centers: An Outline of Current Information. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1972. 34p.

Information for this outline of teacher centers was taken from unpublished documents, most of which were written in 1971 and 1972 under the auspices of the U.S. Office of Education. The information is arranged by topic to make evident the points of agreement and disagreement among educators about teacher centers; all statements of fact or opinion are footnoted. Details are extensive to compensate for the unavailability of most of the documents. The following topics are covered: the rationale behind teacher centers; the types, functions, clientele, staffing, and financing of teacher centers; parity; USOE management of educational renewal, number of teacher centers; and the educational extension agent. The bibliography contains 35 items.

110. Politzer, Robert L. Performance Criteria for the Foreign Language Teacher. Technical Report No. 1A. Stanford, California: Stanford Center for Research and Development in Teaching, Stanford University, 1967. 62p.

The performance criteria enumerated and briefly discussed in this booklet represent an attempt by foreign language teachers trained in the Stanford Teacher Education Program "to describe the essential features of the performance of the good and experienced language teacher." They are intended to be of use as a series of tentative hypotheses for further research, a guide to evaluation of teacher performance, and an instrument for teacher training. The teachers involved in the development of this booklet have identified 11 general types of classroom activity. Each of these has been defined completely in terms of a variety of specific and observable behaviors that are presented in both outline and discussion form. Included is a sample evaluation sheet based on the criteria. The booklet is part three of a syllabus being developed for the training of language teachers in applied linguistics, language review, and performance criteria.

111. Popham, W. James. Performance Tests of Instructor Competence for Trade and Technical Education. Final Report. Los Angeles: University of California, 196?. 150p.

Two performance tests of teaching proficiency in the field of trade and industrial education were developed during this project, one in the field of auto mechanics and one in the field of electronics. An assessment was made of each test's ability to distinguish between exper-

ienced teachers and non-teachers with respect to their ability to achieve pre-specified instructional objectives. All subjects, teachers and non-teachers, were given sets of operationally defined objectives. They attempted to achieve goals during an instructional period of 10 hours. Pretests and posttests based explicitly on the objectives were given to each subject's pupils, and average class achievement was used as the index of the teacher's proficiency. Comparisons of pupil performance data reveal no systematic differences between the performance of the teacher and non-teacher group of either auto mechanics or electronics. These results are attributable to problems associated with the training of teachers as well as the reinforcement structures operating when the commenced training.

112. Popham. W. James, and Eva L. Baker. "A Performance Test of Teaching Effectiveness." Paper presented at the annual meeting of the American Educational Research Association, Chicago, February 1966. 7p.

Using pupil gains as the criterion of effectiveness, this report describes the initial validation of performance tests of teacher effectiveness, and the steps taken in recognition of the propriety of such measures only if all teachers are teaching for the same objectives. As a first step, it was hypothesized that a valid performance test of teacher effectiveness should discriminate between two extreme groups; non-teachers and superior experienced teachers; before it could be used for assessing teachers who differ in specified ways, e.g., those who are and are not intensively trained to bring about behavior change in students. Scores on student achievement measures on two industrial education topics were assessed for reliability and intercorrelated with measures of grade point average, interest in the subject matter, and with Wonderlic Personnel Test scores. The objective here was to detect variables that could potentially be used to control for student differences in such factors as set, intelligence, etc., in assessing teacher effectiveness. Kuder-Richardson reliability coefficients of .44 and .78 were found for the achievement tests. Test scores correlated .68 with grade point average. Higher test scores among those expressing less interest in the instructional topic was a "perplexing" finding. Pretest scores were more highly correlated with posttest scores than were Wonderlic Scores.

113. Quill, William G. A Prototype Program for Teacher Education. Directors Final Report. Boston: New School for Children; Northestern University: Roxbury Community School; 1970. 23p.

The idea for a program which would enable interested and capable inner-city residents to enter a performance-oriented teacher preparation program culminating in an undergraduate degree and teacher certification is suggested here. In this particular program, teachers would teach three days out of the week and attend seminars with school and university personnel for two days.

114. Ricker, Kenneth S., and Michael L. Hawdins. Testing a Science Education Proficiency Module with College Students. GEM Bulletin 69-12. Athens: University of Georgia, College of Education, 1970. 13p.

This bulletin reports the second feasibility study of a proficiency module which allows students to select learning activities for acquiring specific competencies. Results include significant change in student performance, positive reaction to the mode of instruction, preference for laboratory practicum activities, and selection of different combinations of activities to achieve the same objectives.

115. Ricketts, Kenneth S. "Accountability Starts with the Superintendent," Phi Delta Kappan, 54; September 1973.

This article is worthwhile for those school districts or administrators who wish to involve the taxpaying public in the setting of district goals and thereby gaining the public's confidence and support. The author offers three excellent suggestions for measuring the success of accountability.

116. Rosenshine, Barak. "Teaching Behaviors Related to Pupil Achievement," Classroom Interaction Newsletter, 5:4-17; 1969.

Rosenshine reviews over 20 studies which have attempted to relate systematically-observed teaching behavior to adjusted measures of pupil achievement. The review is categorized into affective and cognitive behavior studies, most of which occurred in natural settings. Rosenshine ends with comments on behavior patterns and on the tentativeness of his conclusions.

117. Rosenshine, Barak. "To Explain: A Review of Research," Educational Leadership, 26:303-09; December 1968.

Rosenshine reviews eight studies of teacher effectiveness in explaining. The studies, all similar in design, are reviewed in terms of teacher consistency ac-

ross two lessons, correlation between teacher effectiveness and ratings by pupils and supervisors, and behaviors exhibited most frequently by high- and low-achieving teachers.

118. Rosenshine, Barak. "Enthusiastic Teaching: A Research Review," School Review, 78:499-514; August 1970.

This review of correlational and experimental research studies assesses the relationship between teacher enthusiasm and pupil achievement. The studies are divided into two groups--those using high-inference measures and those using low-inference; positive relationships were found in both groups.

119. Rosenshine, Barak. Critique of the Model Teacher Elementary Education Programs. 1971. 18p.

Four ideas concerning the Model Elementary Teacher Education Programs are developed in this paper: (a) the emphasis on performance criteria in teacher education programs is valuable because behaviors are specified in terms of specific trainee skills; (b) the justification for specific performance criteria is shaky, and there is no strong or emerging research base; (c) validation of performance criteria is recommended in terms of trainee behavior on student growth; (d) there is a need for training teachers to use new curriculum packages.

120. Rosenshine, Barak, and Barry McGaw. "Issues in Assessing Teacher Accountability in Public Education." Phi Delta Kappan, 54:640-42; June 1972.

Both outcomes, accountability and transaction accountability, are discussed, but the emphasis is on issues in transaction accountability. The author discusses the difficulties in the use of outcome accountability that have led educators and public to attempt to hold teachers accountable for the transactions that occur within the classroom.

121. Rosner, Benjamin, and others. The Power of Competency-Based Teacher Education. Princeton, N.J.: Educational Testing Service, 1972. 60p.

This Committee was established to make recommendations for program development to the U.S. Office of Education Bureau of Educational Personnel Development and

Task Force '72. The recommendations focus on developing the necessary conditions for competency-based teacher education and certification, as well as developing incentives for in-service teacher training. Major recommendations for a five-year program plan include specific activities to define and make explicit the competencies of educational personnel within the career line of paraprofessional, provisional and permanently certified teacher, and master-level teacher or teacher trainer.

122. Rudman, Masha Kabakow. Feasibility Study of a Performance-Based Teacher Education Curriculum in Language Arts. Ann Arbor, Mich.: University Microfilms, 1970. 155p.

This report of a feasibility study contains an overview of and the rationale for a performance-based teacher education program and reviews literature pertinent to curriculum development, instructional alternatives, and the use of media in teacher education.

123. Rubinowitz, Arthurea B. "Teacher Evaluation," Educational Strategy and Practice, CEEC Journal. Bailey's Crossroads, Virginia: Fairfax County Public Schools, Center for Effecting Educational Change, 1969. 5p.

This article attempts to describe the good teacher in qualitative terms: sensitivity to the needs of his pupils, supportiveness in helping learners develop understanding and insights, creation of a climate permitting the expression of individual feelings, and the ability to foster psychological growth in the learner.

124. Ryans, David G. Characteristics of Teachers: Their Description, Comparison, and Appraisal: A Research Study. Washington: American Council on Education, 1960. 41p.

This is a complete report of a nine-year investigation to identify some major patterns of teacher behavior, attitudes, viewpoints, and intellectual and emotional qualities. The study also developed instruments suitable for the estimation of patterns of classroom behavior and personal qualities.

125. Ryan, Kevin A. A Plan for a New Type of Professional Training for a New Type of Teaching Staff. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, February 1968. 12p.

The Commission takes the position that instruction in specific teaching skills should supplement teacher

education curricula. Performance in such skills would become one of the criteria for advancement in pre-service education and later for position on a differentiated staff (which would require, in turn, in-service education for skill specialization and specification).

126. Saadeh, Ibrahim Q. "Teacher Effectiveness of Classroom Efficiency: A New Direction in the Evaluation of Teaching," Journal of Teacher Education, 21:73-92; Spring 1970.

This article discusses the problems of identifying criteria by which teacher effectiveness is judged. A 55-item bibliography is included.

127. Sabine, Creta, Editor. "Accountability", Systems Planning in Education. Homewood, Ill.: ETC Publications, 1973. 242p.

The book covers the conceptualization of system planning in educational management. There is an appendix including classification structures, cost effective forms, and a glossary of accountability and system planning terms. The articles represent more than a theoretical approach to accountability and systems analysis; it contains also a useful blend of theory and application that is unique to the literature of accountability at the present time.

128. Sandefur, J. T., and Alex A. Ressler. Classroom Observation Systems in Preparing School Personnel. Washington, D.C.: ERIC Clearinghouse on Teacher Education, March 1970. 32p.

This state-of-the-art paper describes the more important classroom observation systems; the latter are grouped into affective, cognitive, and multi-dimensional categories. Among conclusions suggested are that the systems (affective being the most widely used) have contributed to a greater emphasis on laboratory experience and "humanizing" teaching. A 32-item bibliography is appended.

129. Sandefur, J. T., and others. An Experimental Study of Professional Education for Secondary Teachers. Final Report. Emporia: Kansas State Teachers College, 1967. 150p.

A project is reported in which the teaching behavior of secondary education students in a conventional program was compared with that of those students in an experimental program coordinating laboratory experiences with selected readings and seminars. Results imply that traditional programs are less likely to produce desirable teacher behavior.

130. Schalock, H. Del. "The Focus of Performance-Based Certification: Knowledge, Teaching Behavior, or the Products that Derive from a Teacher's Behavior." Paper presented for Conference on Performance-Based Certification, Florida State Department of Education, May 1970, Miami Beach. 10p.

Schalock sees as the central question in performance-based certification whether performance beyond the knowledge level should be measured by teacher behavior, the product of teacher behavior, or both. He summarizes arguments for each position, as well as issues that need resolving if either is to become the basis for certification.

131. Schalock, H. Del, and James R. Hale. A Competency-Based, Field Centered, Systems Approach to Elementary Teacher Education. U.S. Government Printing Office, Washington, D.C., 1968.

The Canfield Project is based on the belief that prospective teachers show some evidence that they can bring about learning in children before they assume the responsibility for it in the classroom. To realize this, the project specifies that each prospective teacher demonstrate the ability to effect changes of appropriate desired outcomes in students. Certain professional competencies desired should be integrated into a personal, unique "teaching style." The instructional guidelines under which the Canfield Instructional Model was set up are: (1) the content of a teacher education program should be derived and systematically based on certain specifications; (2) the objectives of a teacher education program should be defined in terms of overt behavior; (3) provision should be made for individual differences in learning; (4) provision should be made to enhance differences in learning outcomes and to help these differences be shared into personally relevant teaching styles; (5) teaching competencies should be demonstrated under laboratory conditions and classroom conditions before the teacher assumes the full responsibility in his own classroom. This source provides many model systems analysis, graphs, and flow charts. It also provides a very good list of "interpersonal competencies" and sample task analysis for an effective teacher.

132. Schmieder, Allen A. Competency-Based Education: The State of the Scene, 1973. 60p.

This publication, a relatively brief outline of the competency-based education movement in this country, is a valuable working tool. This particular summary is intended primarily for people who are already actively

engaged in CBE or who at least know enough about it to find such a generalized survey both understandable and useful.

133. Shauelson, Richard. "What is the Basic Teaching Skill?" Journal of Teacher Education, Vol. 2, 1973, pp. 144-50.

"Any teaching act is a result of decision, whether conscious or unconscious, that the teacher makes..." This reasoning led Shauelson to hypothesize that the basic teaching skill is decision-making. Although it is basic for a teacher candidate to learn how to ask a particular type question, or how to treat a particular type student, it is even more basic for the teacher candidate to learn how to decide when to ask, when to treat, etc. A teacher has a number of alternative instructional acts to choose, sometimes this choice must be made in a matter of days, hours, minutes, or seconds. The correct choice will be determined by what the teacher observes, feels, or knows. The basic teaching skill is then decision-making.

134. Shearron, Gilbert F., and Charles E. Johnson, comps. Specification Worksheets for Behaviors Drawn From Educational Principles. GEM Bulletin 69-21. Athens: University of Georgia, College of Education, 1969. 66p.

Eighteen princples of instruction, 13 principles of learning, five principles of organization, and four objectives for instruction in the media center are listed. Under each of the above 40 are listed the teacher's objective, several teaching behaviors, teacher job description, and several suggested specifications for a teacher education program.

135. Shearron, Gilbert F., and Charles E. Johnson. A Prototype for a Competency-Based Proficiency Module. GEM Bulletin. Athens: University of Georgia, College of Education, 1969. 12p.

This design model for a proficiency module (PM) illustrates the kinds of learning experiences that might be available in a PM for one small part of the teacher education professional sequence. It includes general directions, list of prerequisites, preassessment instructions, lists of general performance specifications and supporting behaviors, lists of learning procedures, activities and resources, and postassessment instructions.

136. Shearron, Gilbert F., and Charles E. Johnson, comps. Specification Worksheets for Cognitive Processes and Affective Behaviors. GEM Bulletin 69-22. Athens: University of Georgia, College of Education, 1969. 41p.

These worksheets contain 23 objectives of the elementary school instructional program--12 in cognitive processes and 11 in affective learning. Listed under each objective are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. Procedures used to obtain the specifications are briefly described.

137. Shugrue, Michael F. Performance-Based Teacher Education and the Subject Matter Fields, 1973. 23p.

Faculty members responsible for the subject matter fields, which account for some 80 percent of the teacher candidate's undergraduate work, are recognizing that PBTE has the potential to revitalize general education, to redefine the teaching major and minor, and to reform graduate education. This publication discusses some of the major issues which PBTE raises for those responsible for general education and the subject matter preparation of teachers.

138. Smith, B. Othanel, ed. Research in Teacher Education: A Symposium. Washington, D.C.: American Association of Colleges for Teacher Education, 1971. 166p.

This book provides an overview of research on current developments and problems in the training of teachers. A full discussion of the task of conceptualizing teacher skills leads to a critical review of recent research into the effects of various types of teaching behavior upon pupils.

139. Smith, E. Brooks. Needed: A New Order in Student Teaching That Brings Joint Accountability for Professional Development. 1968. 16p.

A new inter-institutional instrument for cooperative teacher preparation and curriculum development is needed, and a cooperative clinical teaching center that would focus both on staff development and operational research is suggested in this document to satisfy that need.

140. Smith, Owen T. Evaluating the Teacher. Thrust Magazine, 3p.

Evaluation is to improve, not prove. Once a teacher becomes aware of the effects of his behavior, he can then

modify or change it. How a teacher interacts with pupils does affect pupil achievement. Research indicates that a person will change only if he changes his perception of himself, his personality, his role, or his performance and how his actions are affecting his pupils, the teacher can make attitudinal and behavioral change. In this article three types of systems were used to measure and compare pupil achievements. In one school, the Flanders Interaction Analysis System was used. In another, the Roberson's Teacher Self Appraisal System. In another school the traditional "do your own thing" method, and this school significantly showed that its teachers were more apt to change their behaviors to best meet pupil needs. The article shows that writing behavioral objectives is most proficient in attaining student achievement of content.

141. Smith, B. Othanel, ed. Research in Education: A Symposium. Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1971. 66p.

This book provides three interesting chapters that may serve some purpose in researching CBTE. Chapter 6, entitled "Shaping Teacher's Attitude" is concerned with the problem of determining the effect of the teacher's attitude on what he does in the classroom and on the achievement of pupils in his class. Chapter 3, "Research in Teacher Performance Criteria", reviews studies questioning whether or not their teaching behaviors closely related to pupil growth. Chapter 7, "Designs for Programs of Teacher Education", presents a framework of concepts with which to analyze and think about programs of teacher education.

142. Swineford, Edwin J. "Critical Teaching Strategies," The Journal of Teacher Education, 22:29-36; Spring 1971.

There are some strategies that are instrumental for successful teaching. These strategies, involving judgment, meaningful experience, and judicious use, have been called critical teaching strategies by the author, who has isolated and grouped some of them into ten clusters, each of which is described from an operational level. Suggestions for improvement are included following the discussion of each strategy.

143. Sybouts, Ward. "Performance-Based Teacher Education: Does It Make a Difference?" Phi Delta Kappan, 1973. 16p.

The competency-based teacher training program in use at a Nebraska university is discussed. The attitudes of

students who went through the course and who became teachers is examined as well as their performance as teachers.

144. Twelker, Paul A. "Classroom Simulation and Teacher Preparation," School Review, 75:197-204; Summer 1967.

The author describes the teaching techniques of simulation, enumerates several reasons behind its development, summarizes the skills that simulation develops in prospective teachers, and capsules research data on simulation variables.

145. University of Washington, College of Education. New Directions in Teacher Education. Seattle: The College, 1970. 14p.

Described in this booklet are eight University of Washington teacher education projects in operation during the 1969-70 school year. They sought to develop and test various performance-based, field experience approaches as well as a management system in which the University and cooperating school districts provided released time for selected school personnel to serve as managers.

146. U.S. Department of Health, Education and Welfare, Office of Education, National Center for Educational Research and Development. The Power of Competency-Based Teacher Education. Washington, D.C., the Center, 1971. 50p.

The recommendations presented in this document focus on developing the necessary conditions for competency-based teacher education and certification, as well as developing incentives of in-service teacher training. Developing competency-based programs in considered essential to the accountability of both pre- and in-service teacher education, as well as for research relating teacher behaviors to measure of school effectiveness.

147. Voelker, Alan M. "Competencies Approach to Teacher Education," The Science Teacher, 37:37-39; September, 1970.

The competencies that college students are supposed to demonstrate before being eligible for teacher certification are often not demonstrated by the teacher educators. Because of this, most college students view education courses as being irrelevant and trivial. This article presents a teacher preparation program in which individualized instruction is practiced, the student

is made aware of those competencies that are expected of him and is given the opportunity to develop these competencies in real school situations.

148. Weber, Wilford A. Team Leaders and Competency-Based Teacher Education. Syracuse: Syracuse University (n.d.).

This paper deals with issues surrounding the notion of competency-based teacher education. The term is defined, characteristics and implications are described, and comparisons with traditional programs are presented. An example of the instructional module, its characteristics and advantage is made, and a brief description of several of the roles that a team leader might play in such a program is offered.

149. Weber, Wilford A., and James M. Cooper. Competency-Based Teacher Education: A Scenario. PBTE Series No. 5. Washington, D.C.: American Association of Colleges for Teacher Education, 1972. 27p.

Bits and pieces of the competency-based teacher education movement can be found across the country in a growing number of institutions, yet no known single program embodies all of the characteristics and dimensions that are envisioned for a fully-developed competency-based teacher education program. This Scenario is laid sometime in the future and describes a program that incorporates all those elements believed to be essential to an integrated, personalized teacher preparation program.

150. Weigand, James, ed. Developing Teacher Competencies. Englewood Cliffs, N.J.: Prentice-Hall, 1971. 321p.

In an attempt to reform the act of teaching, this book presents eight programmed instruction formats written by experts in various fields. The purpose of these program formats is to aid the teacher in viewing teaching as a science, ultimately increasing the competency level of teachers and establishing positive learning conditions. These formats include (a) assessing intellectual development stages of children, (b) formulating performance objectives, (c) developing question asking skills, (d) developing a competency for sequencing instruction, (e) developing a competency for evaluation in the classroom, (f) recognizing and assessing creativity, (g) developing teacher competencies in interpersonal transactions, and (h) assessment of teacher competencies.

151. Woolman, Lorraine. The Effect of Video-Taped Single Concept Demonstrations in an In-Service Program for Improving Instruction. Houston: University of Houston, College of Education, Bureau of Education Research and Services, 1969. 68p.

This study investigates the effectiveness of microteaching in changing the practices and viewpoints of different types of teachers and points out the advantages of microteaching. The study found that, although young teachers learned faster, older teachers adapted their learning more effectively to the classroom.

152. Wright, Clifford J., and Graham Nuthall. "Relationships Between Teacher Behaviors and Pupil Achievement in Three Experimental Elementary Science Lessons," American Educational Research Journal, 7:477-91; November, 1970.

The authors report on the relationship between pupils' (N=296) short-range knowledge gain after three ten-minute science lessons.

153. Wright, J. Zeb, ed. Models for Revising Teacher Education. Charleston: West Virginia State Department of Education, 1971. 67p.

This report presents five papers, each of which describes a model for improved teacher education. The papers are "Levels of Involvement: A Descriptive Theory Model"; "A Humanistic Approach to Education"; "A Proposal for an Experimental Program in Professional Preservice Education"; "The Legitimate Role of the Professors in Teacher Preparation"; and "A Model for a Multi-Instructional Teacher Education Center."

154. Yarington, David J., and Barnes Boffey. "Report on a Performance Curriculum for Teacher Training," Journal of Reading, 15:115-18; November 1971.

A program is described in which students are to choose 25 out of 152 performance criteria to master. Only four specific performances are stipulated as required by the instructional staff. These four areas are (a) learning style interview, (b) knowledge of reading skills, (c) word analysis activities, and (d) an overview of beginning reading approaches.

155. Yevish, Irving A. "The Observation Fallacy," Educational Forum, 32:171-75; January 1968.

Yevish discounts the value of classroom observation as practiced by principals and supervisors and he maintains that evaluation of student learning is the only legitimate path to the evaluation of teaching.

156. Young, David B. "Teacher Education Centers Make a Difference." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 14p.

Young reports the success of the Teacher Education Center cooperatively developed and administered by the University of Maryland and local schools. Comparative data on center and non-center student teachers favor the former in teaching techniques and attitudes. The center offers frequent supervisory conferences and experience with selected media, team teaching, and programmed learning.

157. Young, Dorothy A., and David B. Young. "The Effectiveness of Individually Prescribed Microteaching Training Modules on an Intern's Subsequent Classroom Performance." Paper presented at American Education Research Association annual meeting, February 1969, Los Angeles. 23p.

The authors report on studies underway at John Hopkins University and the University of Maryland Teacher Education Center on the effectiveness of microteaching training modules. Preliminary findings support the hypothesis that interns who experience microteaching (n=10) acquire more selected teaching behaviors and alternative teaching patterns than those who do not (N=22).

158. Zoellner, Robert. "Behavioral Objectives for English," College English, 33:418-32; January, 1972.

This article is a review-critique of On Writing Behavioral Objectives for English (Champaign, Ill.: Commission on the English Curriculum, National Council of Teachers of English, 1970. 136p., a book edited by John Maxwell and Anthony Tovatt. According to Zoellner, most of the contributors exhibit one or more of three basic problems that eliminate them as being qualified to write on the topic of behavioral objectives. The book "devotes no more than perhaps five pages to actual student behavior, and nothing whatsoever concerning . . . student-teacher behavior."

159. "Instructional technology in an innovative program of preservice and in-service laboratory experiences." RIE, January, 1973.

Northeast Missouri State College developed a teaching skills center providing a program of early professional laboratory experiences for all elementary and secondary education majors. The program includes four components, audiovisual utilization, instructional materials preparation, microteaching, and actual school experience. Each training component features a sequence of low risk performance-oriented experiences designed to heighten the prospective teacher's readiness for the high risk challenges of student teaching. The audiovisual laboratory provides training to enable students to use audiovisual equipment skillfully. The training sequence of the microteaching laboratory stresses performance competencies in specific teaching skills as motivating and reinforcing, introducing and closing lessons, developing lessons, obtaining and maintaining attending behavior, analyzing and managing interaction, and making assignments.

160. Olson, Paul A., Ed. and others "The University can't train teachers" A symposium of school administrators discuss school-based undergraduate education for teachers. RIE, December, 1972.

This book presents the work of a study commission on school-based undergraduate education for teachers. Participants of the commission were superintendents of schools and principals who have played a leading role in developing clinical training. Seven major areas were discussed 1) educational reform and informational needs 2) the idea of community and the education of teachers 3) the use of higher education personnel in school-based undergraduate teacher-training programs 4) school-based teacher-training centers 5) certification and tenure 6) funding problems and recommendations and 7) strategies and proposals for change.

161. Reed, Elizabeth C. "Development of a competency based teacher education program at Tennessee State University." Final Report. RIE, November, 1972.

This report reviews the accomplishments of the competency based teacher education program at Tennessee State University from September 15, 1971 to December 17, 1971.

162. Estes, Kenneth A. "Competency-based education development project." Final Report. RIE, November, 1972.

The purposes of the project at Western Kentucky University were A) to serve as a data-collection agency for the national project, B) to assist the Teacher Corps faculty in developing competency-based instruction, and C) to monitor the effectiveness of the competency-based instruction provided by the teacher education faculty. Three indicators to ascertain the degree of success were employed A) intern feedback, B) organization of a competency-based curriculum and

C) degree of faculty involvement. Measurement instruments included a questionnaire, opinionnaire, and interviews administered to 36 Teacher Corps interns. Although 11 of the 36 original Teacher Corps interns terminated their association with the program for various reasons, it is the feeling of the Teacher Corps directors that if the competency-based program had been instituted earlier in the program, it would have met with greater success. Data obtained suggested that the interns developed a positive overall feeling toward competency-based instruction and the program. Intern responses indicated that they 'agreed' that competency-based education was superior to traditional education. The project stimulated seven of the Teacher Education faculty to become involved in competency-based teacher education. Appendixes are included. (Author/MJM)

163. Giles, Frederic T. - Foster Clifford D. "Changing teacher education in a large urban university." RIE, October, 1972.

This document is composed of two papers studying the conversion of a Traditional Teacher Education Program to a Performance Based Teacher Education (PBTE) Program at the University of Washington. The first paper describes the conditions and process necessary to bring about a change in teacher education. Emphasis is placed on the organization of change - concerns include procedures for change - characteristics and implications of performance based, clinical and field oriented teacher education - factors for success - and administrative problems. The second paper describes specific PBTE programs at the university using the previous paper as a frame of reference. Emphasis is placed on the conceptual and management domains of program development in teacher education. A baseline of information concerning program development since 1967 and an analysis based on the collective experiences of program participants are provided. To present a programmatic perspective, this paper provides program rationale and development - three approaches to program design for 1971-72 - and a critique of program development since 1967. The conceptual and management domain presented in this paper have proved to be viable organizational structures for program development. Further study and refinement of the operational models will hopefully provide data to permit continued change in teacher education at the University of Washington. The appendix deals with the comprehensive performance of interns. (MJM)

164. Getz, Howard G. - Kennedy, Larry D. "Competency-based reading preparation for secondary teachers." RIE, October, 1972.

The reading preparation program at Illinois State University represents a fundamental shift in the instructional focus for preservice preparation of secondary level teachers. The competency-based program in reading is largely self-directed and self-paced. Large groups of students are assigned to an instructional team, and the faculty provides non-required classes on a rotating basis four days a week and are available for individual instruction. Eighteen learning packages contain (1) instructional objectives which state behaviorally what is expected of the student, (2) questions to be answered to guide the student through learning activities, (3) required learning activities which consist of readings, audiovisual materials, and exercises to

help the student reach the instructional objectives, (4) optional learning activities which provide supplementary materials for students who have difficulty with required materials, and (5) evaluation materials such as objective tests and other exercises for evaluating the students' progress. One unique feature of the program is the learning lab in which a student listens to taped learning material at a rate he controls. Success or non-success in the program is based upon the individual attainment of proficiency over specified instructional objectives. (AI)

165. Burke, Caseel "The individualized, competency-based system of teacher education at Weber State College." RIE, September, 1972.

This report presents an overview of the background, change agents, structure, and operation of the individualized, performance-based teacher education program developed at Weber State College, Utah. The structure of the program was based on behavioral objectives, learning experiences, competency assessment, and application. The individualized instructional module was used as an effective learning instrument. The Weber individualized learning kits (Wilkits) formed the basis of course blocks. Related course blocks were organized into systems for preparing elementary and secondary teachers. Each Wilkit was a learning activity divided into eight sections-title, introduction, content, preassessment, behavioral objectives, learning experiences, self evaluation, and proficiency assessment. In 1970 an evaluation specialist was added to the staff for one year. Data were collected from students and faculty - tentative observations resulted. Observations included 1) both students and faculty are working harder than under the previous system. 2) students are learning more. 3) there is a friendlier more cooperative student-faculty relationship. 4) students are accepting responsibility for the decisions concerning their own preparation. 5) students work to achieve competency in the absence of grades. 6) students and faculty can adjust effectively to new behavior patterns. 7) public school teachers and administrators show enthusiasm for educational innovation. The program received the distinguished achievement award for 1971 from the American Association of Colleges for Teacher Education. Appendixes are included. (MJM)

166. Andrews, Theodore E. "Manchester interview. Competency-based teacher education/certification." RIE, September, 1972.

The Manchester interview is a fictitious report of a conversation between three educators in 1980. The report reviews the present course and future alternatives of a competency-based teacher education and certification. The use of three fictional characters enables the report to cover three views and many facets of what might happen to a structure of teacher education. Areas of specific concern include A) A fundamental description of competency-based teacher education, B) the purpose and description of a teaching center, C) the advantages of colleges within the state eliminating teacher training functions, D) requirements for a staff of a competency-based program, E) the new role of the state in the training program, F) an overview of the mechanics of the program and a module, G) a review of the expectations and results of the program including successes as well as problems

faced, and H) the role of the student including a look at financial implications. Although this report described a realistic competency-based program, no state has as yet committed its resources to the implementation of this type of center. Appendixes are included. (MJM)

167. Weber, Wilford A. - Cooper, James M. "Competency-based teacher education - a scenario." RIE, September, 1972.

This fictitious scenario embodies all the characteristics and dimensions for a fully developed competency-based teacher education program envisioned by the authors. A single program and its implications for students, faculty, and the institution are presented. Specific areas of the program covered 1) a fundamental description of the competency based teacher education program - 2) objectives of the program - 3) advantages and disadvantages of the program, I.E., personalization, student responsibility, flexibility, choice, and atomization - 4) faculty responsibility - 5) teaching centers concerning pre- and in-service programs, internship - 6) program evaluation - 7) certification and grading - and 8) background leading to the development of this competency based teacher education program. Certain assumptions about solutions to problems that are currently viewed as important weaknesses in performance-based teacher education are based on the authors' judgment. (MJM)

168. Schalock, H. Del. "BEPD, NCERD, and Teacher Education that makes a demonstrable difference." RIE, September, 1972.

Effective educational personnel development programs must shift from an experienced-based to a performance-based mode of operation. This shift would entail other new elements - a focus on output, a data-dependent mode of operation, a research and development function, a student-oriented learning environment, a field-centered program, and a broad decision-making base.

169. Krause, Janet "Teacher Education Programs" RIE, March, 1971.

This document contains 66 one-paragraph summaries of reports on innovative programs in teacher education submitted to the council on teacher education of the Association for Supervision and Curriculum Development by its state liaison members.

170. Allen, Dwight W. - Cooper, James M. "Microteaching", RIE, December, 1970.

Microteaching, a technique for training teachers to develop specific teaching skills through the use of a scaled down classroom situation, has proved to be not only effective but also strongly appealing to teachers.

171. "Summary of the teacher-innovator - a program to prepare teachers." RIE, February, 1970.

A teacher education program has been designed to (1) illustrate a process for creating teacher education programs and (2) provide an example of one which is designed to prepare educators who will have the skill and commitment to help create and test new educational forms.

172. Scott, Harry D. "A cooperative venture in the improvement of teacher education." RIE, January, 1970.

Vehicles which have promoted true cooperative involvement have been (1) summerwriting groups (to design instructional packages) composed of institutional representatives with the ability to cooperate and with enough power to make commitments - and (2) written commitments by each institution's full-time program coordinator to such responsibilities as the development of specific instructional modules and the field testing of others. The joint production and sharing of video tape recordings and techniques was a successful entry point to building organic cooperation. Comparison of old and new syllabuses indicate that instructors are attending better to behavioral objectives, evaluation procedures, sequence, and scope, and are building in procedures for active student involvement and corrective feedback. The project has been the organizing center for constructive change.

173. Dettinger, Anthony G. - Marks, Sema "Run, computer, run - the mythology of educational innovation." RIE, January, 1970.

The introduction of computers, systems analysis, and various new media into education has been heralded as a panecea for for all the problems now facing our schools. The potential of new educational technology is indeed great, but much needs to be done before it can be realized. Computers and computing languages need extensive development to be sensitive and reliable enough for educational use. Before a systems approach to new curricula can be implemented, educational goals must be established which balance the need to foster creativity with the need for rote learning of basic formula and facts. The cost and unreliability of autoinstructional aids has been underestimated, as has been the time necessary to develop and test new equipment. Retraining of present faculties and training of new teachers to use the material now available lags far behind.

174. Glaser, Robert "The design and programming of instruction." RIE, January, 1970.

Programmed materials should be considered as devices around which system redesign can take place, not merely plugged into an existing school operation. In order to turn research and development efforts into effective educational practice an ordered sequence of evaluation, correction, re-evaluation, and further improvement must be maintained.

175. Schaefer, James "A bibliography of references used in the preparation of nine model teacher education programs." RIE, December, 1969.

This bibliography of references used in the preparation of the nine office of education - funded model teacher education programs contains 1,372 entries published between 1916 and the present.

176. Peck, Robert F. - Bown, Oliver H. "Research and development center for teacher education." RIE, June, 1969.

The first half of this report is a description of the funding, the concepts, the programs, and the evolution since 1955 of the research and development center for teacher education in Austin, Texas. The second half is concerned with the program of the center which, in 1968, was reorganized to focus on two areas within the framework of individualizing teacher education - (1) the effects of teacher education on teaching behavior including the effect of this behavior on child learning and (2) the development of a teacher education system composed of 'instructional modules' which explain, improve, and objectively measure teaching competency.

177. Esbensen, Thorwald "Performance objectives." RIE, August, 1967.

The importance of expressing instructional objectives in terms of observable student performance is emphasized throughout this report. One section, which illustrates performance criteria arranges instructional objectives under the headings of content classification, purpose, criterion performance, sample test solution, taxonomy, category, and resources.

178. Georgiades, William - and others "Selected annotated bibliography relating to new patterns of staff utilization." RIE, July, 1965.

This bibliography draws together an extensive source of literature related to new patterns in the utilization of staff and talents, team teaching, and flexible scheduling. (109 pages)

179. Nelson, Lois "Teacher education - a joint college and school district enterprise." California Journal of Teacher Education-1 - 3 87-97, May, 1973.

Revising teacher education programs requires merging theory with clinical experiences in the public schools. This paper describes an innovative humanistic approach to utilize in-service training programs to develop new preservice offerings.

180. Getz, Howard - and others "From traditional to competency-based teacher education." Phi Delta Kappan - 54 - 5 - 300-302, January, 1973.

Self-paced instructional packages have replaced course credit for nearly 2,000 junior and senior teacher education students at Illinois State University. The team mainly responsible for this transformation describes advantages and problems.

181. Dickson, George E. - and others "Planning for a performance-based teacher education program - A final report." RIE, November, 1973.

During 1971-72, the College of Education of the University of Toledo undertook the planning for the revision of the entire undergraduate teacher education program in the areas of secondary and elementary education. It was decided that the program should be performance based and interdisciplinary and should unite the Urban Educational Institutions and agencies to effect significant educational innovation. Key elements of the program include interdisciplinary team teaching, modularized objectives, and full implementation. (Appendixes include program review and evaluation technique (PERT) materials - module format- sample instructional modules - and miscellaneous reports, reviews, and memoranda.)

182. McCrory, David L., Ed. "A design for the teacher education center." RIE, October, 1973.

The plan of action at the center should encompass three spheres of experience for veteran teachers and teachers in training - experiences that all teachers should have - experiences some teachers should have, and special experiences developed and directed by each individual teacher.

183. Borg, Walter. R. "Research and development as a vehicle for improving teacher competence." RIE, September, 1973.

Conventional teacher programs today are ineffective because they lack definition, an effective instructional model, objectives and evaluation, generalizability, and resources. In contrast, R$D efforts have made good strides towards defining teaching skills, providing teacher access to objective evaluation data that indicates which aspects have succeeded or failed, and developing components such as minicourses to serve as resources.

184. Deshields, Shirley M. - and others "Staff development through the teacher education center concept." RIE, August, 1973.

The concept of teacher education is broadened to include the transmission of effective, realistic, and contemporary education from classroom teacher to pupil. The tools necessary for this transmission are made available in a staff development program initiated by the

the Institute of Educational Development (IED). The program uses workshops, practice sessions, resource preparation sessions, direct experience clinics, and seminars to familiarize pre- and in-service teachers with improved teaching skills and flexible learning approaches to stimulating attitude change. These program goals lead to constant evaluation and adjustment in order to meet a realistic and applicable approach to education.

185. Joyce, Bruce R. - Weil, Marsha "Conccpts of teacher centers." RIE, August, 1973.

This report reviews the literature that is pertinent to a broad understanding of the teacher center concept and to the specific problems of designing a teacher center. Emphasis is placed on the origins, themes, methods of operation, and future plans for teacher centers. The origins include the revolution in teacher training underway in England, the stress placed on ongoing in-service teacher training in the United States, and the movement toward competency-based teacher education and certification. The major themes stress the felt needs of the teacher, a school improvement thrust, and a need to increase teacher competency. Three styles of operating teacher centers are discussed - the informal English style, the corporate style, and the competency-oriented style. A 29-item bibliography is included.

186. "Implications of a model elementary school program with particular emphasis upon a performance-based program at South Carolina State College." RIE, November, 1972.

This report reviews the implications of South Carolina State College's model elementary school program. The program places special emphasis on performance-based teacher education.

187. Niedermeyer, Fred. C. "Developing exportable teacher training for criterion-referenced instructional programs." RIE, October, 1970.

This report describes the development of a 4-hour teacher training session for SWRL's first-year communication skills program, intended to remedy the 1968-69 situation, when it was found that teacher-training via the district supervisor and a teacher's manual was inadequate for many teachers.

188. Gaskell, William "The inservice education potential of team planning-teaching." RIE, June, 1970.

Multigrade planning-teaching teams, initiated in the laboratory school of Central Washington State College, have proved effective in improving inservice education. The team concept is based upon the assumptions that the teacher must know his students and, also, have some degree of specialization in the various subject areas. Each multigrade team is responsible for guiding three class-sized

189. Mattox, Daniel V., Jr. "A comparison of performance versus presentation based methods of instructing pre-service teachers in media competencies." RIE, February, 1974.

Research compared conventional and experimental methods of instruction in a teacher education media course. The conventional method relied upon factual presentations to heterogeneous groups, while the experimental stressed individualized instruction. Among the results were the findings that the experimental treatment induced more attitude change and that the experimental method was as valid as conventional instruction.

190. Lutonsky, Linda, Ed. "Portal schools." Final Report. RIE, February, 1974.

This monograph represents a collection of experiences shared by initial developers of the Portal School Strategy -- Florida State University, The University of Georgia, and Temple University -- and Teacher Corps projects in Buffalo, New York, Pueblo, Colorado, and Atlanta, Georgia that have utilized the Portal School Strategy. The Portal School Strategy brings separate educational institutions together into a working relationship to provide reality-based and field-centered teacher education and improved learning opportunities for children. The strategy has emerged from two different conceptual sources -- the competency-based teacher education models projects and the Temple-University-Philadelphia plan.

191. Majer, Kenneth S., Ed. "Contemporary comment on changing teacher education." Indiana Univ., Bloomington. School of Education. RIE, February, 1974.

Some guidelines for performance-based teacher education are provided.

192. Hutchins, C.L. "Utilization of Minicourses." Final Report. RIE, January, 1974.

This project established seven regional demonstration centers for the teacher training products 'Minicourses' of the far west laboratory for educational research and development. It was concluded that the demonstration sites were successful in making contacts with educators and stimulating interest in Minicourses.

193. Shugrue, Michael F. "Performance-based teacher education and the subject matter fields." PBTE Series No. 11 RIE, October, 1973

Performance-based teacher education offers valuable alternatives to current curriculum requirements, course offerings, and credit and grading systems in many undergraduate departments in the Arts and Sciences. PBTE can promote the most rigorous questioning of goals. Ultimately, each teacher can be more explicit about what he intends to do in his course, and he can begin to think of his work in terms of changes in student behavior.

groups of students in consecutive grades through a 3-year sequence. The teams meet regularly for varying lengths of time and each member of a team provides leadership in a subject area by informing other members about current research and practices and by giving direction to instructional planning. Continuing inservice education then occurs automatically through information exchange, and problems in particular areas of instruction are carried out by the team 'specialist.'

194. Borgers, Sherry B. - Ward, G. Robert "Competency-based teacher education and the counselor" Journal of the Student Personnel Association for Teacher Education - 11 - 4 - 139-144, June, 1973.

This article describes the role of the counselor in the Houston competency based teacher education program. This program includes a retreat, personal assessment feedback, videotape feedback, school feedback, affective modules, consultation with students and staff and individual counseling.

BOOKS, JOURNALS, MONOGRAPHS, AND NEWSLETTERS ON CBTE

I. Below are listed several recent books and journals on CBTE in which you may be interested:

American Association of Colleges for Teacher Education, Journal of Teacher Education. Fall issue, 1973.

Anderson, Dan, and others, Competency-Based Teacher Education. McCutchan Publishing Corporation, 2526 Grove Street, Berkley, California, 94704. 1973.

Florida Department of Education and Multi-State Consortium on PBTE. 1973 Florida Catalog of Teacher Competencies. Panhandle Area Educational Cooperative, P.O. Drawer 190, Chipley, Florida, 32428. 1973.

Houston, Robert and Robert Howsam, Competency-Based Teacher Education. Palo Alto, California: Science Research Associates, 1972. A collection of articles dealing with the many facets of competency-based teacher education.

Houston, Robert, Norman Dodl, Wilford Weber, Competency-Based Teacher Education Program Design: A Simulation. Competency-Based Instructional Systems, P.O. Box 90627, Westfield, Texas, 77090. 1973.

Houston, Robert, and others, Resources for PBTE. New York State Education Department and Multi-State Consortium on PBTE. 1973.

Houston, Robert, Strategies and Resources for Developing a Competency-Based Teacher Education Program. Albany, New York: New York State Education Department and Multi-State Consortium on PBTE, 1972. A "handbook" on how to establish a PBTE program. A revision of this book is in process and will be out the first of the year.

Rosner, Benjamin, The Power of Competency-Based Teacher Education. Boston: Allyn Bacon, 1972. This book is the culminating report of the Committee on National Priorities in Teacher Education.

Weber, Wilford, James Cooper, and Robert Houston. A Guide to CBTE Competency-Based Instructional Systems, P.O. Box 90627, Westfield, Texas, 77090. 1973.

II. Books in Process

Andrews, Theodore, Atlanta or Atlantis? Address inquiries, New York State Department of Education, Albany, New York.

Dickson, George, and Richard Saxe, Partners for Education Reform and Renewal CBTE, Individually Guided Education at Multi-Unite Schools. McCutchan Publishing Corporation, 2526 Grove Street, Berkley, California, 94704.

III. PBTE Series

A basic series of publications on the performance-based teacher education movement, its accomplishments, and its prospects. As a minimum, you will probably want to have the State of the Art paper, the Annotated Bibliography, State of the Scene and Achieving the Potential of PBTE: Recommendations, the letter to be published by AACTE in the late fall.

Performance-Based Teacher Education: What is the State of the Art?
Stanley Elam, 1971, 28 pages, $2.00

This monograph reviews the historical settings of performance-based teacher education, describes its essential characteristics, projects its implications, and discusses its major issues and problems.

The Individual, Competency-Based System of Teacher Education at Weber State College.
Caseel Burke, 1972, 35 pages, $2.00

This publication documents the conceptualization, planning, and implementation of an individualized performance-based teacher education program devised by teacher educators at Weber State College.

Manchester Interview: Competency-Based Education/Certification
Theodore Andrews, 1972, 24 pages, $2.00

This paper projects the authr's view, in scenario form, of how performance-based teacher education and performance-based certification might look in the future.

A Critique of Performance-Based Teacher Education
Harry S. Broudy, 1972, 24 pages, $2.00

Performance-based teacher education is analyzed in relation to three teaching sytles: didactic, heuristic, and philetic.

Competency-Based Teacher Education: A Scenario
Wilford Weber and James Cooper, 1972, 27 pages, $2.00

The authors describe a program which incorporates all of the elements and characteristics which the authors believe are essential to performance-based teacher education programs.

Changing Teacher Education in a Large Urban University
Frederic T. Giles and Clifford Foster, 1972, 55 pages, $3.00

In this publication, the authors describe several performance-based programs which were employed to convert traditional programs to a performance-base at the University of Washington, Seattle.

Performance-Based Teacher Education: An Annotated Bibliography
1972, 59 pages, $3.00
(Published jointly by AACTE and the ERIC Clearinghouse on Teacher Education)

This bibliography, developed by the Clearinghouse and AACTE's Committee on Performance-Based Teacher Education, is an essential resource document to educators and others concerned with studying performance-based teacher education, its promises, and its problems.

IV. Proposed Future Publications in the PBTE Series

A second paper to be written and endorsed by the PBTE Committee entitled "Achieving the Potential of PBTE: Recommendations."

Alternative curricular designs for performance-based teacher education programs by Bruce Joyce et. al. Teachers College, Columbia University.

Management of performance-based teacher education programs by Castelle Gentry, University of Toledo, and Charles Johnson, University of Georgia.

V. Newsletters on PBTE

The PBTE Newsletter is concerned primarily with the activities of the Multi-State Consortium on PBTE. The Consortium members (Washington, Oregon, Utah, Arizona, Texas, Minnesota, Vermont, New York, and Florida) are among the prime movers in the movement and you will probably want to keep abreast of their activities.

Theodore Andrews
Editor, PBTE Newsletter
Bureau of Teacher Certification
State Department of Education
Albany, New York 12204

The CBCN is concerned with PBTE as it relates to educational administration. The CBCN is being used as a vehicle to keep professors of educational administration and others apprised of the activities in this area.

Lloyd McCleary
Editor, Competency-Based Curriculum Notebook
College of Education
University of Utah
Salt Lake City, Utah 84112

VI. For the research oriented, you should be aware that the ERIC system is processing and accessioning information on PBTE. The "descriptors" or search terms you should know are:

Teacher Education	Evaluation Criteria	Competency
Performance Criteria	Performance Factors	C.B.T.E.
Educational Accountability	Academic Achievement	

If you would like to contact the ERIC system directly, write to:

Joel Burdin, Director
Eric Clearinghouse on Teacher Education
One Dupont Circle, Suite #616
Washington, D.C. 20036

LIST OF SCHOOLS WITH PERFORMANCE-BASED TEACHER EDUCATION PROGRAMS

Note: This is not a comprehensive list of all institutions which offer PBTE programs, but it will give you a starting point if you are interested in contacting program operators directly. The Program Code number indicates the type of program either in the developmental or operational stages in which an institutional representative indicated the college was engaged. For the type of program designated by the code numbers, see below.

SCHOOL(S)	PROGRAM CODE NUMBER(S)
BRIGHAM YOUNG UNIVERSITY Hugh Baird, Chairman Secondary Education Provo, Utah 84601	2,3,4,8,6,15
CITE PROJECT OF NEW YORK Margaret Lindsey Teachers College Columbia University New York, New York 10027 and Wayne Van Tassell Chairman Executive Board of CITE Project Principal, Primrose School Somers, New York	1,2,3,16,23 (Teacher Ed.) 24
COLLEGE OF SAINT SCHOLASTICA Philip Richards Head of Behavioral Arts and Science Duluth, Minnesota 55811	2,3,22
FLORIDA A & M UNIVERSITY Gertrude Simmons Associate Professor of Education Tallahassee, Florida 32307	2,3,22
KANSAS STATE TEACHERS COLLEGE Roger Pankratz Director, Teacher Corps Project School of Education and Psychology Emporia, Kansas 66801	3,4,12

SCHOOL(S)	PROGRAM CODE NUMBER(S)
MICHIGAN STATE UNIVERSITY Judy Henderson and Perry Lanier Instructor Learning Systems Institute Lansing, Michigan 48823	2,3,4,22,24
NORTH CAROLINA CENTRAL UNIVERSITY C. James Dyer Director Southern Consortium Durham, North Carolina 27707	1,2,3,4
OREGON COLLEGE OF EDUCATION Del Schalock Teaching Research Monmouth, Oregon 97361	2,3
experimental work in programs, in other areas underway; Mid-Valley Consortium is in the process of being developed as a cooperative for governance operation, and cost sharing of the program.	
PALM BEACH COUNTY SCHOOLS James Thurber Director of Inservice Education Palm Beach, Florida 33480	23
SOUTHWEST MINNESOTA STATE COLLEGE Richard Wollin, Chairman Division of Education Marshall, Minnesota 56258	1,2,3,4
SUNY COLLEGE AT BUFFALO Bob Arends 1300 Elmwood Buffalo, New York 14222	2,3,4,5,9,10,11
SUNY COLLEGE AT CORTLAND Louis Rzepka Dean, Division of Education Cortland, New York 13045	19,22

SCHOOL(S)	PROGRAM CODE NUMBER(S)
TEACHERS COLLEGE, COLUMBIA UNIVERSITY Bruce Joyce, Director Department of Curriculum and Teaching, Preservice Program New York, New York 10027	22
UNIVERSITY OF GEORGIA Gilbert Shearron, Chairman Elementary Education and Early Childhood Education 427 Aderhold Building Athens, Georgia 30601	3
UNIVERSITY OF HOUSTON Robert B. Howsam, Dean College of Education Houston, Texas 77004	1,2,3,4
UNIVERSITY OF PITTSBURG James Kelly, Jr. Dean, College of Education Pittsburg, Pennsylvania 15260	1,2,3,4,19,20,21
UNIVERSITY OF TOLEDO George Dickson Dean, College of Education Toledo, Ohio	1,2,3,5,8,9,10,11,23 (Special Education)
UNIVERSITY OF UTAH Asahel D. Woodruff Professor of Educational Psychology Bureau of Educational Research State College of Education Salt Lake City, Utah 84112	1,2,18,19
UNIVERSITY OF WASHINGTON Frederic Giles, Dean College of Education Seattle, Washington 98105	2,3,4
WAYNE STATE UNIVERSITY Fred Cook Director, VAE Systems Project Chairman, Department of Vocational and Applied Arts Education Detroit, Michigan 48202	1,2,3,4,8,11,12,13,14

SCHOOL(S)	PROGRAM CODE NUMBER(S)
WEBER STATE COLLEGE Caseel Burke, Dean School of Education Ogden, Utah 84601	1,2,3,4,10
WEST TEXAS STATE UNIVERSITY Emmitt E. Smith Vice President Program Development and Resources College of Education Canyon, Texas 79015	5,8,9,12
WESTERN WASHINGTON STATE COLLEGE Herbert Hite Chairman Department of Education Bellingham, Washington 98225	1,2,3,4

PROGRAM CODE NUMBERS--The numerals listed under Program Code correspond to the program listed below:

1 - Nursery-Kindergarten
2 - Early Childhood (grades 1-3)
3 - Elementary Education (grades 4-8)
4 - Secondary Education (grades 9-12)
5 - Secondary Education - Math
6 - " " - Business Education
7 - " " - Language Arts
8 - " " - Social Studies
9 - " " - Science
10 - " " - Professional Education
11 - " " - English
12 - " " - Business and Distributive Education
13 - " " - Industrial Education
14 - " " - Family Life Education
15 - " " - Music
16 - " " - Supervision
17 - " " - Education Administration
18 - " " - Special Education
19 - " " - Elementary Education
20 - " " - Secondary Education
21 - " " - Reading and Language Arts
22 - " " - Pilot Program
23 - Other
24 - Inservice Education

SOME CURRENT RESOURCES IN PBTE*

Groups with a National Focus

The National Commission on Performance-Based Education

Educational Testing Service
Princeton, New Jersey 08540

Frederick McDonald, Director
(609) 921-9000, Ext. 2520

Currently focusing on comprehensive analysis of national situation, on major problems of research and development, and on the development of basic material of instruction and assessment-evaluation. (Supported by a grant from the Rockefeller Brothers Foundation).

The Committee on Performance-Based Teacher Education

American Association of Colleges for Teacher Education
One Dupont Circle, N.W.
Washington, D.C. 20036

Karl Massanari, Director
(202) 293-2450

Currently focusing on determining the "state of the art" of the national competency-based education movement, and on sparking a wide-spread national dialogue about the progress, prospects and problems of the competency-based movement. (Supported by a grant from the United States Office of Education).

The Multi-State Consortium on Performance-Based Teacher Education

Division of Teacher Education and Certification
New York State Department of Education
99 Washington Avenue
Albany, New York 12210

Theodore Andrews, Director
(518) 474-6440

Currently focusing on implications of CBTE for state certification and training programs, on interstate sharing of information, materials, and personnel, and on helping member states

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*Allen A. Schmieder, Competency-Based Education: The State of the Scene. AACTE and ERIC Clearinghouse on Teacher Education: Washington, D.C., 1973.

to develop management systems for the development and use of performance-based approaches to teacher education and teacher certification. (Supported by a grant from the United States Office of Education.

The National Consortium of CBE Centers

Florida State University
Tallahassee, Florida 32306

Norman Dodl, Director
(904) 599-2286

A consortium of the directors of the Elementary Education Models developed under a grant from the National Center for Educational Research--currently focusing on problems of models development, on the further development of their respective local models, the sharing of experiences and criticisms regarding major problems of development, providing consultant services for leadership training and developmental assistance. (Supported by a grant from the United States Office of Education).

National Competency-Based Education Centers: Florida State University, University of Houston, University of Georgia, University of Toledo, Syracuse University, Teachers College, Columbia University, University of Wisconsin, Michigan State University, Oregon State System of Higher Education.

Nine national centers established to provide developmental assistance and training services for those who are interested in installing competency-based education programs.

The Southern Consortium

North Carolina Central University
Durham, North Carolina 27707

Norman Johnson, Director
(919) 682-2171, Ext. 466

Currently focusing on development of local models of teacher education and on a dissemination program for "small" colleges interested in installing CBTE programs. (Supported by a grant from the United States Office of Education).

The "Teacher Center" Leadership Training Institute

University of South Florida
Tampa, Florida 33620

B. Othanel Smith, Director
(813) 974-2100, Ext. 237

Currently focusing on an analysis of major problems of CBTE programs and on the development of materials that could be used in CBTE programs. (Supported by a grant from the United States Office of Education).

School Library Manpower Project

American Library Association
50 East Huron Street
Chicago, Illinois 60611

Robert N. Case, Director
(312) 944-6780

Administers six experimental program models in competency-based, field-centered approaches in school library-media education. (Supported by a grant from the Knapp Foundation).

National Center for the Improvement of Educational Systems/ Teacher Corps

Two United States Office of Education organizations which give high emphasis to CBTE, especially regarding national dialogue, leadership training, program development and installation.

Contact Personnel:

Allen Schmieder
United States Office of Education
FOB #6, Room 3115
400 Maryland Ave., S.W.
Washington, D.C. 20202

James Steffensen
Teacher Corps
Reporters Building
7th and D Streets, S.W.
Washington, D.C. 20202

"Other" Materials Centers/Activities

Houston Module Bank, Wilford Weber, Director, College of Education, University of Houston, Houston, Texas.

National Center for the Development of Training Materials in Teacher Education, David Gliessman, Director, College of Education, University of Indiana, Bloomington, Indiana.

Florida Center for (competency-based) Teacher Training Materials, William Spino, Director, College of Education, University of Miami, Miami, Florida.

Some places with focus on CBE module collection and/or development: Columbia University, Dade County, Florida School System, Far West Laboratory, Florida State University, University of Toledo, University of Georgia, University of Houston.